DOCUMENT RESUME

ED 094 008 95 TH 003 959

AUTHOR Bianchini, John C.; Loret, Peter G.

TITLE Anchor Test Study. Equivalence and Norms Tables for

Selected Reading Achievement Tests (Grades 4, 5,

6).

INSTITUTION Educational Testing Service, Berkeley, Calif. SPONS AGENCY Office of Education (DHEW), Washington, D.C.

REPORT NO 74-305 PUB DATE [74]

CONTRACT OEC-0-71-4758 (248)

NOTE 97p.: For related documents, see TM 003 784-817

AVAILABLE FROM Superintendent of Pocuments, U.S. Government Printing

Office, Washington, D.C. 20402 (Stock Number

1780-01312, \$1.90)

EDRS PRICE MF-\$0.75 HC-\$4.20 PLUS POSTAGE

DESCRIPTORS *Elementary School Students: *Equated Scores: Grade

4; Grade 5; Grade 6; *Manuals; National Norms;

*Norms; Raw Scores; Reading Comprehension; *Reading Tests; Schools; Standardized Tests; Tables (Data);

Test Results; Vocabulary

IDENTIFIERS *Anchor Test Study; California Achievement Tests;

Comprehensive Tests of Basic Skills; Gates MacGinitie Reading Test; Iowa Test of Basic Skills; Metropolitan Achievement Tests: Sequential Tests of Educational

Progress: SRA Achievement Series: Stanford

Achievement Tests

ABSTRACT

This user's manual contains the major products of the data collection of the Anchor Test Study, a 34 volume report equating scores of eight widely used reading tests for grades 4, 5, and 6 in reading comprehension, vocabulary, and total reading. This manual provides: (1) equivalency tables which allow transformation of raw scores on one reading test to those of another, (2) new national individual and school mean norms tables, and (3) instructions for the use of the tables. Data are provided for the following eight tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Gates MacGinitie Reading Tests (1964), Iowa Tests of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). In addition to providing procedures (with illustrative examples) for using the data, the manual contains a brief summary of the study design and analyses. (Author/RC)



ANCHOR TEST STUDY

Equivalence and Norms Tables for Selected Reading **Achievement Tests** (Grades 4, 5, 6)

by Peter G. Loret Alan Seder

John C. Bianchini

and Carol A. Vale Educational Testing Service Berkeley, California

US DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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showing the condition and progress of education in the United States, and to disseminate such information respecting the organization and management of schools and school tablishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."-General Education Provisions Act. sec. 403a (20 "The purpose and duties of the Office of Education shall be to collect statistics and facts systems, and methods of teaching, as shall aid the people of the United States in the es-U.S.C. 1221c).

This manual was prepared under Contract No. OEC-0-71-4758 (248) by Educational Testing Service and submitted to the National Center for Educational Statistics, Office of Education, USDHEW. Since the contractor was encouraged to exercise professional judgment in its preparation, this manual does not necessarily reflect Government policies. In particular no official endorsement of the tests mentioned here in should be inferred.

U.S. GOVERNMENT PRINTING OFFICE WASHINGTON: 1974

FOREWORD

Reading tests are widely used in measuring the effectiveness of national and State education programs. The usefulness of such tests, unfortunately, has been hampered by the unavailability of a suitable method of comparing scores obtained on different tests.

The Office of Education undertook to devise an approach to equating scores from different reading conversion of a score on one of eight reading tests to an equivalent score on any one of the other tests. The tables in this manual--a principal result of that undertaking--are intended to facilitate seven tests.

Our hope is that this new approach will permit analysis of reading test-scores for children, with consequent insight into gains attributable to federally funded programs in education.

Charles H. Hammer
Data Requirements and Products Branch

•

Dorothy M. Gilford
Assistant Commissioner
for Educational Statistics





ACKNOWLEDGMENTS

Since many individuals and organizations contributed to this study and, therefore, to development of the manual, it is, unfortunately, not feasible to list all their names. An apology is herewith extended to those whose names have been omitted.

district and diocesan officials, were responsible for data-collection management, coordination, and recordkeeping. Within the The study could not have been carried out without the cooperation and support of the Council of Chief State School Officers and the National Catholic Education Association. Other State education agency personnel, as well as various local school schools, principals and teachers who organized and conducted the testing program ensured the high quality of the data.

served as a consultative board during the study and were particularly useful in articulating the practical application of the The prominent educational administrators, evaluators, and researchers who made up the Anchor Test Study Advisory Council study results. Test publishers CTB/McGraw-Hill, Educational Testing Service, Harcourt Brace Jovanovich, Inc., Houghton Mifflin, Science Research Associates, and Teachers College Columbia University, permitted use of their tests and otherwise cooperated in the Significant contributions were made by Office of Education staff. Richard M. Jaeger (currently associate professor of education at the University of South Florida) directed development of study specifications, saw the effort through its initial stages, and has maintained an active interest. Charles H. Hammer served as technical/administrative monitor for the major portion of the effort. Harold Nisselson (currently with the Bureau of the Census, U.S. Department of Commerce) provided technical direction for development of the sampling specifications. Walter N. Durost, Director, Test Service and Advisement Center, participated in the design phase and provided technical assistance throughout the course of the study. The staff of the Berkeley, California, office of Educational Testing Service (ETS) was responsible for conduct of the study, data analysis, and reporting. Peter G. Loret served as ETS project director, and Alan Seder shared with him the general planning and conduct of the study, with particular emphasis on the invitational, data-collection, and scoring/reporting phases. John C. Bianchini and Carol A. Vale planned and executed all phases of data analysis. William H. Angoff, Richard S. Levine, and Frederick M. Lord, of ETS' Princeton, New Jersey, office, provided consultative assistance on methodology.

Morris H. Hansen, Thomas W. McKenna, and David W. Chapman, staff members of Westat Research, Inc., (under subcontract to ETS), were responsible for design of the study samples. A final word of acknowledgment is due the more than 365,000 children whose test scores provided data of outstanding quality

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INTRODUCTION

In the spring of 1968 the Office of Education conducted a Survey of Compensatory Education designed primarily to evaluate the effectiveness of the Elementary and Secondary Education Act (ESEA), title I, program. Evaluative data obtained from the survey included reading achievement test scores, but analysis of these scores was not feasible because of the number of different reading tests on which score, were reported. Scores for children who had taken different reading tests were not statistically comparable, in part because of variations in standardization procedures among test publishers. Thus, it was not possible to analyze reading test scores for samples of pupils that were sufficiently large or representative to provide useful information on the title I program.

In 1969, the Office of Education awarded a contract to Scientific Educational Systems, Inc., to study the feasibility of equating reading achievement tests. Results of the feasibility study proved positive and the Office of Education subsequently devoted several man-years of work to developing specifications for equating and norming a

number of widely used reading tests. In 1971, a contract for carrying out such equating and norming was awarded to Educational Testing Service (ETS). Because the basic design of the study required one test as the common base (or "anchor") through which all other tests were to be equated and normed, the effort subsequently became known as the "Anchor Test Study."

In April 1972, data were collected on seven reading tests. In April 1973, additional data were collected on the original anchor test (Metropolitan Achievement Test) and on an eighth test (Gates-MacGinitie Reading Test) not included in the original study. (See table A.) (It is expected that the results of these data collections, contained in a technical report consisting of 34 volumes and more than 15,000 pages, will be released in 1974. Plans are to make the report available frcm the National Institute of Education's Educational Resources Information Center (ERIC).) This user's manual contains the major products of the data collections on the eight tests: (1) equivalency tables which allow transformation of

Table A.-Test editions, levels, and forms used in the Anchor Test Study data collection: 1972-73

					Level used at grade:	
lest edition	test titles	Publisher	Form	4	ĸ	9
Calif. Achievement Tests (1970 ed.)	CAT	CTB/McGraw-Hill	∢	п	6	4
Comprehensive Tests of Basic Skills (1968 ed.)	CTBS	CTB/McGraw.Hill	o	2	8	. ო
Gates-MacGinitie Reading Tests (1964 ed.)	GMT	Teachers College Columbia University	W	Survey D	Survey D	Survey D
lowa Tests of Basic Skills (1971 ed.)	(TBS	Houghton Mifflin	ß	10	11	12
Metropolitan Achievement Tests (1970 ed.)	MAT	Harcourt Brace Jovanovich, Inc.	IL.	Elemen ·	Inter	Inter
Sequential Tests of Educational Progress, STEP Series II (1969 ed.)	STEP 11	Educational Testing Service	∢	4	4	4
SRA Achievement Series (1971 ed.)	SRA	Science Research Associates	w	Blue	Blue	Green
Stanford Achievement Tests (1964 ed.)	SAT	Harcourt Brace Jovanovich, Inc.	>	Inter- mediate I	Inter- mediate II	Inter- mediate II



d school mean norms tables, and (3) instructions for use of the tables. The uivalency and norms tables are for grades 4, 5, and 6 for the eight tests snown in table A.

Since this manual is intended to supplement, not replace, the descriptive, interpretive, and technical information provided by the publishers of tests used in the Anchor Test

Study, it is recommended that those who use the manual be thoroughly familiar with that information. The manual's primary aim is to provide a means through which Anchor Test Study raw-score equivalencies, individual norms, and school-mean norms may receive the widest possible distribution and use. In addition to providing procedures (with illustrative examples) for using the data, the manual contains a brief summary of the study design and analyses. (More substantive technical issues will be presented in the technical report.)

USE OF TABLES

Three types of tables are presented: equivalency tables, tables of individual score norms, and tables of school mean norms.

EQUIVALENCY TABLES

Test users may wish to (1) combine raw test scores from different reading tests without reference to a set of national norms (e.g., to combine individual pupils' test scores from several schools—which give *different* tests—without regard to their national percentile rank), or (2) compare directly summary statistical data, such as medians or quartiles, from two or more schools.

For these purposes, equivalency tables (tables 1-24) have been provided for each of the eight tests. There are separate sections in each equivalency table for Vocabulary, Reading Comprehension, and Total Reading scores at grades 4, 5, and 6. Raw scores for a single test are in the left-hand column. The equivalent raw scores for the other seven tests may be read directly from the other columns of the table.

The sum of the equivalent raw scores for the Vocabulary and Reading Comprehension tests may NOT equal the equivalent raw score for Total Reading, though the difference will generally be small. Thus, it is more appropriate if the equivalent Total Reading raw score is obtained independently rather than as the sum of two parts. For example, an ITBS Vocabulary score of 25 is equivalent to a STEP II Vocabulary score of 21 at grade 4 (see table 4, page19). An ITBS Reading Comprehension score of 50 is equivalent to a STEP II Reading Comprehension score of 23. An ITBS Total Reading score of 75 is equivalent to a STEP II Total Reading score of 43, whereas the sum of the two STEP II part scores given above is 44.

Example 1-Conversion of raw scores from one test to another

To convert a pupil's grade-4 Reading Comprehension score on the ITBS to the equivalent raw score on the SAT: Turn to table 4 (ITBS - Reading Comprehension), enter the first column (Raw score), and read the equivalent raw score from the section headed "Equivalent raw scores" under the heading "SAT." Thus, a raw score of 39 on the ITBS, at grade 4, is equivalent to a raw score of 34 on the SAT.

Example 2-Comparison of summary data on two tests

Summary data typically include a raw-score distribution, its mean raw score (arithmetic average), standard deviation, the median raw score (the 50th percentile), Ω_1 (the 25th percentile), and Ω_3 (the 75th percentile).

The equivalency tables may be used for transforming the median raw score, Q_1 , and Q_3 from the raw-score scale of one test to that of another test. To convert a median Vocabulary raw score of 20 for one school on the STEP II at grade 5 to an equivalent median raw score on the GMT Test without reference to national norms: Turn to table 16 (STEP II - Vocabulary), page 48, enter the first column and find the raw score of 20. Then read across the row to the column headed GMT and find the equivalent raw score of 29.

The mean raw score and standard deviation should not be treated in this same manner. To obtain the most accurate equivalent raw-score mean and standard deviation, transform individual scores for all pupils from their raw scores on one test to the equivalent raw scores of the other test. Means and standard deviations of the equivalent scores may then be computed.

Note: The equivalency tables in this manual can be used directly only with those forms and levels of the various tests equated in the Anchor Test Study. For use of Anchor Test Study data with publishers' alternate test forms, see page 6.

INDIVIDUAL SCORE NORMS

To obtain national percentile ranks and/or stanines for individual-pupil raw scores, refer to the Anchor Test Study individual-score norms (tables 25-27). These tables provide information about the relative level of pupil reading performance based on the Anchor Test Study norms sample—a randomly selected, stratified national sample of 4th, 5th, and 6th-grade pupils.

The Anchor Test Study norms contained in this manual are spring norms, since the test data were collected during April 1972 and April 1973. Use of these tables with fall

ks, if the spring norms developed for the preceding grade are applied. (As a consence, the norms are inappropriate for 4th-grade pupils tested in the fall.) Use of Anchor Test Study spring norms with fall data from the next successive grade is tikely to overeximate a pupil's national standing because reading skills tend to improve over the intervening pivitiod. Thus, a 5th grade pupil might be expected to obtain a slightly higher raw score in the fall than he would have obtained as a 4th grader in the preceding spring.

The Anchor Test Study norms are not directly applicable to converted scores, grade equivalents, or a panded standard scores, because normative conceptioning only for raw scores (i.e., number of questions answered correctly). To use the Anchor Test Study norms with these types of scores, it is first necessary to change these scores to raw scores by referring to the publishers' own interpretive manuals.

The tables of individual-score norms contain Anchor Test Study norms for individual pupils for grades 4, 5, and 6. A separate table for each grade shows percentile ranks and stanines for individual raw scores on Vocabulary, Reading Comprehension, and Total Reading.¹

All norms tables are identically organized: each contains the normative information for all eight tests included in the Anchor Test Study. (Note: for use of Anchor Test Study normative data with publisher' alternate test forms, see page 6.) The tables should be used to compare relative performance of different pupils on one or more tests. The following sample data may help illustrate the most common uses:

	Publisher's nat't %ile rank		:	:	63	83
Data	Total Reading raw scores (spring)	49	44	3	:	28
Sample Pupil Data	Form/Level	0/2	IM/Survey D	F/Intermediate	E/Blue	A/4
	Test	CTBS	GMT	MAT	SRA	CAT
	Grade	5	ည	ß	2	9
	Pupils	Peter	Aian	Chuck	Carol	Judy

Note that each of the five pupils has taken a different reading test, that Judy is the only 6th-grader, and that Total Reading raw scores are not available for Carol.

Example 1—Finding percentile ranks and stanines for raw scores

The sample data show that Peter, a 5th-grade pupil, has a Total Reading raw score of 49 on the CTBS. To find his national percentile rank and stanine based on Anchor Test Study individual score norms, locate the appropriate table for grade 5, Total Reading score (table 26, page 73). In the "Raw score" column, find

Peter's score of 49, then read across to the "CTBS" column, which shows an Anchor Test Study percentile rank of 32 and stanine of 4 for this score.

Example 2—Comparison of Anchor Test Study and publisher percentiles—raw score available

Judy, a 6th-grade pupil, has a Total Reading raw score of 58 and a publisher's national percentile rank of 83 on the CAT. To compare the publisher's national percentile rank with the Anchor Test Study national percentile rank, turn to table 27, page 76, to find the Anchor Test Study individual score norms for grade 6, Total Reading score. Find Judy's raw score (58) and read across to the column labeled "CAT," which shows the Anchor Test Study national percentile rank to be 84.

Note that the Anchor Test Study national percentile rank in the table is slightly different from the test publisher's national percentile rank. See page 5 for a discussion of comparability.

Example 3—Conaparison of Anchor Test Study percentile ranks on different tests—raw scores available

In the sample data, Peter, Alan, and Chuck, all 5th-graders) have each taken a different reading test. Their Total Reading raw scores are: Peter (49 on the CTBS), Alan (44 on the GMT), and Chuck (54 on the MAT). To compare the Anchor Test Study national percentile ranks for these three pupils, turn to table 26, page 73, to find the norms for Total Reading score, grade 5. Find each pupil's score in the "Raw score" column, then read across until you find the appropriate entry under that test's name. Peter's 49 yields an Anchor Test Study national percentile rank of 32 on the CTBS, Alan's 44 yields 18 on GMT, and Chuck's 54 yields an Anchor Test Study national percentile rank of 50 on MAT. These Anchor Test Study national percentile ranks are now directly comparable because they are derived from the same norms sample. (See page 10 for a discussion of development of the norms.)

Example 4—Comparison of Anchor Test Study percentile ranks on different tests—raw score unavailable

In the sample data, Alan, a 5th-grade pupil, has a Total Reading raw score of 44 on GMT, but the record does not include the publisher's national percentile rank. Carol, also in the 5th grade, has taken the SRA-ACH, but the record indicates only her national percentile rank. To compare the Anchor Test Study national percentile ranks of these pupils, it is necessary to obtain the raw scores for both pupils.

First, obtain Carol's raw score by referring to the appropriate publisher's manual—in this case, page 22 of the publication *Rights Keys, Norms and Conversion Tables, Multilevel Edition, Forms E and F, 7-5789,* (c) 1972, Science Research Associates. The publisher's national percentile rank of 63 corresponds to a raw score of 66. Now turn to table 26, page 73, of this user's manual and obtain

The publishers of the GMT, ITBS, and SAT provide norms for Vocabulary and Reading Comprehension only. The publisher of STEP-II provides a Total Reading score only. However, when the appropriate publishers were consulted about the desirability of providing normative data for all three scores, they indicated that the information might indeed be useful to users of their



Carol's Anchor Test Study national percentile rank, which is 65. Alan's comparable Anchor Test Study national percentile rank, found in the same table, 5.30.

COMPARABILITY OF PUBLISHERS' AND ANCHOR TEST STUDY INDIVIDUAL-SCORE NORMS

Comparisons of national percentile ranks for publishers' and Anchor Test Study individual-score norms show (for the levels and forms of the tests identified in table A) that, with two exceptions, the data yield essentially comparable national rankings of individual pupils. Selected Anchor Test Study percentile ranks and publishers' corresponding percentile ranks for individual-pupil norms are shown in table 28, page 79.

The differences between the publishers' national norms for CAT, CTBS, ITBS, MAT², STEP-II, SRA and those for the Anchor Test Study data are generally small: most differences are less than 5 percentile-rank points. For the 1964 edition of the SAT and for the Reading Comprehension subtest of the GMT at grades 4 and 5, however, the differences between publishers' and Anchor Test Study norms are generally larger and more consistent throughout the score range than are those observed for the other six tests. The differences for the SAT tend to increase at successive grades, with smaller differences occurring at grade 4 and larger ones at grade 6. Uters of the 1964 edition of the SAT should expect higher national percentile rankings when using the Anchor Test Study norms. The differences between publishers' and Anchor Test Study norms for the GMT Reading Comprehension subtest are generally smaller than those for the SAT, with the larger differences occurring at grade 4 and the somewhat smaller differences occurring at grade 5. Users of the GMT should expect higher national percentile ranks when using the Anchor Test Study norms for the GMT Reading Comprehension subtest.

SCHOOL-MEAN NORMS

The Anchor Test Study school-mean norms in tables 29-31 provide a basis for determining the relative performance of individual schools in terms of national percentile ranks and stanines. The size of the school sample and the degree of cooperation obtained in the study were of such magnitude that the resulting school-mean norms provide reliable information for the interpretation of school performance.

The school-mean norms tables should NOT be used in determining national percentile ranks for individual-pupil raw scores or for determining individual raw scores from national percentile ranks.

²The Anchor Test Study norms for children in grades 4, 5, and 6 are based on the performance of pupils tested with a *separate answer sheet* version of the MAT. The publisher's norming study used a machine-scorable test-book version for children in grade 4. Differences observed in the grade-4 norms may be partially or wholly attributable to this factor.

These data permit the user to translate a school's mean raw score into Anchor Test Study national percentile ranks and/or stanines. They provide information about the relative level of reading performance for individual schools (within or across districts or States).

Some test publishers do not provide school-mean norms as part of their interpretive information, partially because of the relatively small number of schools that may have participated in a publisher's norming study. In the absence of school-mean norms, some test users have determined the percentile rank of their school mean by using the publisher's norms tables for individual pupils. Others may have followed a publisher's recommendation that school medians be determined and that the school's percentile rank be estimated from individual-pupil norms. The availability of school-mean norms, through this study, provides a more accurate basis for evaluating school performance.

The Anchor Test Study school-mean norms tables contain data for grades 4, 5, and 6, with separate tables provided at each grade for Vocabulary, Reading Comprehension, and Total Reading scores. The tables are identically organized, providing spring normative information for all eight tests.

Two common uses of the school-mean norms tables will be (1) determination of an Anchor Test Study percentile rank corresponding to a school mean score and (2) comparison of the relative performance of two or more schools. The following sample data may be helpful in using these tables:

Sample School Data

School	Grade	Mean Vocabulary raw score	Test
Classical El. School	9	29	SAT
Lowell Ei. School	9	26	CAT
Keyes El. School	9	:	MAT

These sample data include three schools, each of which administered a different reading test to the 6th grade. Note that these data are based only on Vocabulary scores; they could just as readily have been based on Reading Comprehension or Total Reading scores.

Example 1-Finding a school's Anchor Test Study national percentile rank

To determine the Anchor Test Study national percentile rank for given test results. The sample data show that the Keyes Elementary School gave the MAT to its 6th the pupils; no mean Vocabulary raw score is provided for this school.

First, comp... 9 the school mean (arithmetic average of raw scores on the Vocabulary subtest for all 6th-graders in the Keyes School). Now turn to the proper table (table 31, page 87) for grade 6, Vocabulary. Assuming that the school's Vocabulary mean raw score for all 6th-graders is 35, find that score in the column

add "Raw score" and read the appropriate Anchor Test Study national secontile rank in the column headed "MAT." The Anchor Test Study national ercentile rank for a school mean of 35 is 50, this school mean of 35 falls within the 5th stanine.

Example 2-Comparison of performance of two or more schools

To compare performance of 6th-grade pupils at Classical and Lowell Elementary Schools, using the sample school data above: While the raw-score school means are available for both schools, they are based on two different tests. Table 31, page 87, contains the Anchor Test Study school-mean norms for grade 6, Vocabulary. Locate the mean raw score (29) for Classical Elementary School and find the corresponding Anchor Test Study percentile rank and stanine in the column entitled "SAT" (percentile rank of 72, stanine 6). Now enter the same table by locating the mean raw score (26) for Lowell Elementary School, and read the Anchor Test Study percentile rank and stanine in the column entitled "CAT"

(percentile rank of 89, stanine 7). These Anchor Test Study percentile ranks may now be compared. 3

USE OF ANCHOR TEST STUDY DATA WITH PUBLISHERS' ALTERNATE TEST FORMS

The Anchor Test Study equivalency tables, individual-score norms, and school-mean norms may be applied to scores obtained from the publishers' alternate (or narallel) test forms *only* by transforming these raw scores to those of the specific test form used in the Anchor Test Study. To carry out such a transformation, the user must refer to the appropriate publisher's manual to determine raw-score equivalents for alternate or parallel forms.

³To obtain percentile ranks for school means calculated to 1 decimal place, interpolate between adjacent percentile ranks.



SUMMARY OF STUDY DESIGN AND ANALYSES

The Anchor Test Study we formulated by the Office of Education with the cooperation of several nationally recognized experts in reading, program evaluation, educational measurement, psychometrics, and sampling. The study was conducted by Educational Testing Service at Berkeley, California, with technical assistance from some of its staff members in Princeton, New Jersey. Westat Research, Inc., of Rockville, Maryland, served as subcontractor and consultant on sampling techniques and procedures.

The standardized reading tests included in the study are in wide use by school systems throughout the Nation. The test editions were the latest available from the publishers at the time of data collection. Test levels and forms were those recommended by the publishers as most appropriate for children in grades 4, 5, and 6.

The following information applies to the data collection of April 1972, which involved seven tests (exclusive of the GMT), and that of April 1973, which involved the MAT and the GMT. For a complete technical presentation on procedures, methodology, and analyses, refer to the technical report (when available).

THE SAMPLES

For the April 1972 data collection, two nonoverlapping, stratified, random samples of schools were selected—one for norming and one for equating. The normative sample consisted of children in grades 4, 5, and 6 in 918 schools. The schools were selected to provide proper representation on each of the following variables:

- 1) Type of school: public, Catholic, and private non-Catholic.
- 2) Size of school system: district or county.
- Percentage of minority children in the school or minority members in the community.
- 4) Income level of the immediate community in which the school is located.
- 5) Geographic region.
- 6) Degree of community urbanization, as determined by the 1970 census.

School participation in the 1972 normative study was outstanding: 838 of the 918 schools selected in the original normative sample participated; substitute schools were obtained to replace the original 80 that were unable to participate. Each substitute school was randomly selected from a group of schools comparable (on the six specific variables noted above) with the school originally selected.

The equating sample (445 school units, or 736 individual schools) was selected in essentially the same manner as was the norming sample. Because the equating design required that each testing unit be sufficiently large to include a minimum of two classes at each of the three grades, it was necessary to introduce additional conditions in the sampling procedures. Schools that did not have at least two classes at each grade were combined with a complementary school in the same system to form a school unit. This permitted a counterbalanced order of test administration at each grade (i.e., administering a pair of tests in one sequence to half the pupils while administering the same test pair in the reverse order to the other half).

School cooperation in the 1972 equating study was also outstanding: 639 of the 736 schools selected in the original equating sample participated; substitutes were obtained for the other 97 schools. Each substitute school was randomly selected from the group of schools with identical school characteristics.

For the April 1973 data collection, 48 school-units were selected for administration of the GMT and the MAT, and 8 school-units were selected for alternate-forms administration of the GMT. The sample of schools originally selected for the 1972 data collection, and their alternates, formed the list from which schools were sampled for the 1973 data collection. The sampling procedure used in 1973 ensured a sample comparable in representation, on all major classification variables, with that used in 1972. Seventy-one percent of the selected schools in the sample agreed to participate. As in the 1972 data collection, substitute schools for those that declined to participate were chosen so as to maintain the representativeness of the payonal sample.

TEST ADMINISTRATIONS

In the norming administration, approximately 68,000 pupils at each of grades 4, 5, and 6 took the MAT reading subtests. The tests were administered between April 10 and April 28, 1972.5

⁴ For public schools, school units were formed within the same school district whenever possible, or within the same county when necessary. For nonpublic schools, school units were formed within the same county whenever possible, or within the same State when necessary.

⁴All pupils enrolled in grades 4, 5, and 6 at a given school were either tested or identified as being absent on the day of testing. Handicapped pupils, including pupils with severe language impediments, were excluded from the study. Test scores of individuals and groups (classroom or school) judged invalid because of nonstandard testing conditions were treated as "absentee" data.

pair consisting administration, each pupil took a preassigned pair of reading tests pair consisting of Vocabulary and Reading Comprehension subsections). In the material data collection, approximately equal numbers of pupils took each of the seven approximately 45,000 at each grade level. In the 1973 data collection, about 15,000 pupils were tested, approximately 5,000 at each grade level. In the 1973 data collection, about 15,000 pupils were tested, approximately 5,000 at each grade level. The sample of pupils tested was considerably smaller in 1973 because only the GMT and the MAT were equated directly. The designs of the equating test administration in 1972 and 1973 are schematically shown in table B. Note that in the 1972 administration every reading test was paired with every other test in a counterbalanced order of administration, every test was also paired with its alternate form to obtain parallel-form reliability estimates. A total of 56 different pairs of tests (or test forms) was administration was assigned to each sequence of administration. The counterbalanced order of test administration was also used in the 1973 data collection.

In both data collections, every test was also paired with its alternate form to obtain parallel-form reliability estimates. The alternate forms used were: CAT, Form B, CTBS, Form R, GMT, Form DM2M; ITBS, Form G, MAT, Form G, STEP II, Form B, SRA, Form F, SAT, Form X.

DEVELOPMENT OF EQUIVALENCY TABLES

The equating analysis utilized a frequency-estimation procedure which yielded estimated frequency distributions for each test and each order of administration, based on the performance of the total sample. After separate frequency distributions were produced for the three test scores (Vocabulary, Reading Comprehension, and Reading Total) at each grade level, the equipercentile method of equating was applied in order to equate each test to each of the others. Results from the two sequences of test administration were then averaged to produce the equivalency tables contained in this manual.

USE OF EQUIVALENCY TABLES

Some practical issues should be considered in using equivalent raw-score data. Tests differ in such characteristics as number of items, content, format, and difficulty level. Intercorrelations constitute the statistical measure of comparability among tests, and, ideally, should approach unity (1.0) if two tests are measuring essentially the same reading processes and are perfectly reliable. Since perfectly reliable tests rarely, if ever, occur, it is necessary to correct the observed correlations for unreliability. It is

Every 4th. 5th., or 6th-grade pupil in the Nation, through the school he attended had a known probability of being selected to participate in the study. The appropriate school sample weight was applied to each pupil's score in order to estimate national test-score distributions. In computing individual pupil weights, the school weight was adjusted separately for boys and girls, by ability levels, and by ethnic characteristics, to reflect the degree of absenteeism. Theoretically, the estimated test-score distributions represent those that would have been obtained had all pupils in the Nation been tested at these three grades (excluding handicapped pupils and those with severe anguage impediments).

generally agreed that correlations of .95 or higher are sufficient for deriving equivalent scores. Of the 207 corrected intercorrelations obtained in the Anchor Test Study date collected in 1972 and 1973, only 20 might be considered significantly below .95, all 20 were above .89.

Another issue concerns the magnitude of the equating error obtained for individual equivalent scores in the Anchor Test Study. The equating error obtained for scores above the mean-chance score? is only a fraction of a raw-score point, ranging from 0.1 to 0.7, with 0.2 or 0.3 the most frequent values. For scores below the mean-chance score, the equating error is more variable and somewhat larger, ranging from 0.2 to a maximum of 2.8 raw-score points. Since the error of measurement associated with the tests ranges from about 3 raw-score points (for a test of 30 items) to about 5 raw-score points (for a test of 120 items), it is apparent that the equating errors associated with the equivalent scores are extremely small, relative to errors of measurement, for scores outside the chance range. Thus, the use of equivalent raw scores will result in essentially the same relative precision as the use of original raw scores.

A third issue concerns the usefulness of the equivalent scores with specific groups of children. The equivalent scores included in this manual generally apply equally well to each of the following subgroups: boys and girls; low-, middle-, and high-IQ children, middle socioeconomic-status children; and white children. The equivalent scores of certain tests for high- and low-socioeconomic-status children are somewhat different from those of other subgroups and from those of the total equating sample. These differences, however, may be partially, if not wholly, explained by the procedure used in selecting the equating sample—a procedure that maximized representation of the total sudent population at grades 4, 5, and 6, and did not maximize representation of any specific subgroup. Until this issue is resolved, the most appropriate guideline for using the equivalency tables in this manual with the subgroups noted above is that the user must exercise the best professional judgment in deciding which of these tests is best suited for the children and the reading program in a school or school district.

The effect of equating errors on group data (such as school or district means) will vary with the performance level of the group. Generally, the magnitude of the equating error for group means will be less than 0.5 raw-score points if the group mean is near or above the mean score of the Anchor Test Study norms sample. If the group mean is quite low, near the mean-chance score level, the magnitude of the equating error ranges from about 0.5 to 1.0 raw-score points, depending on which pair of tests is selected

The Anchor Test Study equivalency tables are most appropriately used with test administrations conducted in the spring. However, results obtained when the same pair

⁷The mean-chance score, for tests that are scored by counting the number of correct responses, is tha ratio of the number of items to the number of choices available for each item. For example, the mean-chance score for a 50-item test, with each item having 4 choices, is 50/4, or 12.5 raw-score points.

Table B.-Test administration designs for the equating studies

CAT (1) SAT (2)

	CAT	SAT (2	CTBS (1	SAT (2	1785 (1	SAT (2	MAT (1	SAT (2	STEP II (1	SAT (SHA (1	SAT (2	SA SA	SATT (1) SAT (2)
	CAT (1)	SRA (2)	CTBS (1)	SRA (2)	ITBS (1)	SRA (2)	MAT (1)	SRA (2)	STEP II (1)	SHA (2)	SHA (1) SHAT (2)	SRAT (1) SRA (2)	SAT (1)	SRA (2)
	CAT (1)	STEP 11 (2)	CTBS (1)	STEP II (2)	ITBS (1)	STEP 11 (2)	MAT (1)	STEP II (2)	STEP II (1) STEP III (2)	STEP II† (1) STEP II (2)	SHA (1)	STEP II (2)	SAT (1)	STEP II (2)
1972 Design	CAT (1)	MAT (2)	CTBS (1)	MAT (2)	TBS (1)	MAT (2)	MAT (1)	MAT‡ (1) MAT (2)	STEP II (1)	MAT (2)	SRA (1)	MAT (2)	SAT (1)	MAT (2)
•	CAT /1)	1TBS (2)	CTBS (1)	ITBS (2)	1TBS (1)	ITBS † (1) ITBS (2)	MAT (1)	ITBS (2)	STEP II (1)	178S (2)	SRA (1)	ITBS (2)	SAT (1)	ITBS (2)
	CAT (1)	CTBS (2)	CTBS (1) CTBS1 (2)	CTBS1 (1) CTBS (2)	1188 (1)	CTBS (2)	MAT (1)	CTBS (2)	STEP II (1)	CTBS (2)	SRA (1)	CTBS (2)	SAT (1)	CTBS (2)
	CAT (1) CAT: (2)	CATT (1) CAT (2)	CTBS (1)	CAT (2)	(1)	CAT (2)	MAT (1)	CAT (2)	STEP II (1)	CAT (2)	SRA (1)	CAT (2)	SAT (1)	CAT (2)

ITBS (1)

15 to

CTBS (1) SAT (2) SAT (2)

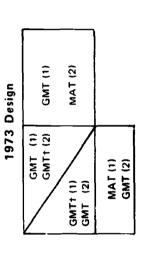
MAT (1)

SAT (2)

STEP II (1)

SAT (2)

SHA (1) SAT (2)



SAT (1)

Note: (1) Indicates test taken first (2) Indicates test taken second 1 Indicates alternate form

forms were equated at successive grades led to the conclusion that the equivalent scores contained in manual, therefore, may be used with tests administered at any period of the school year, provided the test form is appropriate to that grade level.

DEVELOPMENT OF ANCHOR TEST STUDY NORMS

Individual norms and school-mean norms were developed separately for part scores (Vocabulary and Reading Comprehension) and for Total Reading scores. The individual-score norms for the MAT were derived from the test administration previously described. For the other seven reading tests, individual norms were derived by matching each raw score with the percentile rank and stanine of the corresponding MAT equivalent score.

Thus, reliable individual norms were derived for all eight reading tests on the same sample of pupils. Because of the high reliability of the equating results, users of the Anchor Test Study norms are assured of accurate national pupil ranking for all eight reading tests.

The school-mean norms for the MAT are based on the weighted-mean scores of the 918 schools that participated in the norming study. The school-mean norms for the other seven reading tests were derived by converting individual MAT scores to their equivalent scores on each of the other seven tests. Thus, it was possible to calculate school means for all eight tests and to derive reliable school-mean norms.



Table 1-- Grade 4: Raw scores for the California Achievement Tests (CAT), 1970 edition, and equivalent raw scores for selected other reading tests

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Table 1—Grade 4: Raw scores for the California Achievement Tests (CAT), 1970 edition, and equivalent raw scores for selected other reading tests (continued)

STEP	1969 1 - 1977 1 - 1977	•	0.6 8 8 8 7 7	ইউন <u>্ধ্</u> য	21112	x ~ ~ 9 9	v4200	09					
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CTBS	1968		8 % 2 % %	28228	81 71 81 81 81	11 10 8	9486-	0 0					
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Table 2—Grade 4: Raw scores for the Comprehensive Tests of Basic Skills (CTBS), 1968 edition, and equivalent raw scores for selected other reading tests

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Table 2—Grade 4: Raw scores for the Comprehensive Tests of Basic Skills (CTBS), 1968 edition, and equivalent raw scores for selected other tests (continued)

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Table 3 - Grade 4: Raw scores for the Gates MacGinitie Reading Tests (GMT), 1964 edition, and equivalent raw scores for selected other reading tests (continued)

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Table 4—Grade 4: Raw scores for the lowa Tests of Basic Skills (ITBS), 1971 edition, and equivalent raw scores for selected other reading tests

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Table 4-Grade 4: Raw scores for the lowa Tasts of Basic Skills (ITBS), 1971 edition, and equivalent raw scores for selecter, other reading tests (continued)

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Table 4-Grade 4: Raw scores for the lowa Tests of Basic Skills (ITBS), 1971 edition, and equivalent raw scores for selected other reading tests (continued)

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Table 5—Grade 4: Raw scores for the Metropolitan Achievement Tests (MAT), 1970 edition, and equivalent raw scores for selected other reading tests

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	SAA ACH 1971 Blue Leve Form E	Vocabulary	:	24 34 85 85 85 85 85 85 85 85 85 85 85 85 85 85 85 85 85 85 8	33 27 28 28 38	22 22 20 61	85 71 81 81	52445	55555	=======================================	თთ ∞∞ ~	≽ ស លេ ហ d	600-0	42
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ULARY	1971 1971 Lever 10 Form 5	>	valent raw	28428	53 54 53 53 54 53 53 54 54	22 20 61 8	71 81 81 81 81	44555	22211	- 5 5 e e	Q1 60 60 P ED	ល្ ហ ស ∢ ພ	m n n - 0	8
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GMT 17BS SAT 1964 1971 1964 Survey D. Lever 10 (niter)	forms forms W	Equivalent raw score	103 97 90 101 94 87	96 96 96	88 93 85	84 89 80 78	86 84 87	78 81 73	74 77 68 67	75 66 65 73 65 64 71 63 62	70 61 60 68 60 58 67 59 57 65 57 56 63 56	62 55 53 60 54 51 59 53 50 58 52 49 56 50 48	55 49 47 53 48 45 52 47 44 51 46 44 50 46 43	48 45 42 47 44 41 66 43 40 45 42 39 44 42 38	43 41 38 42 40 37 41 39 36 40 38 35 40 38 35	44 39 37 34 43 38 36 34 43 37 36 33 42 37 35 32 41 36 35 32	35 34 31 35 33 31 34 33 30 34 32 30 33 32 29
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Table 6--Grade 4: Raw scores for the Stanford Achievement Tests (SAT), 1964 edition, and equivalent raw scores for selected other reading tests

	1969 1969 Level 4 Form A	!	ន្ទន្ទន្ទ	28 28 27 27	2 2 2 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	22222	20 20 19 18	7 2 5 5 5 5	44 E E E E E E	21100	01 9 8 7	≻ 9 9 9 9
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PREHENSI	1971 1971 Level 10 Form 5 Residing Compre	Equivalent raw score	64 64 63 63 64 64	25 25 25 25 25 25 25 25 25	55 55 53 54 53 54 55 55 55 55 55 55 55 55 55 55 55 55	50 49 47 47	45 42 42 44 42	35 33 38 48 35 33 35 35 35 35 35 35 35 35 35 35 35 3	88228	23283	20 20 81 71	15 14 14 13
READING COMPREHENSION	GMT 1964 Survey O Form 1M Compre hension	Equ	52 52 51 51	50 50 44 84 74	74 44 55 44 44	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	35 83 38 38	38885	2,3,3,0,0	25 22 19 19	81 C 51 E 1	21 1 0 0 88
REA	CTBS 1968 Level 2 Form (2 Compre hension		84 4 4 4 4 8 8 8 4 4 4	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	6 6 8 8 8	3,56,37,88	****	5 8 8 8 8	25 25 23 24 25	2 2 2 2 2 8	17 16 14 13	51150
	CAT 1970 Level 3 Forn A Compre hension	:	, 42 42 41 40 40	33 88 84	88888	33 33 33 33 33	2,7,8,8,8	% % % % % % % % % %	83333	20 19 88 71	01 44 51 51	5 - 5 5 6
	SAT 1964 Inter I Form W Paragraph Meaning	Raw score	88888	22388	50 48 47 46	44 44 42 41	6 8 8 6 8	ន្ទន្ទន	82828	3.23.3.3.3.3.3.3.3.3.3.3.3.3.3.3.3.3.3.	05 81 71 91	5 4 E 5 I
	STEP II 1969 Level 4 Form A Part 1		28 28 28 28 28 28 28 28 28	28822	53 53 53 53 53	21 20 119 18	8 7 9 1 8 1 8	45555	യയ - ശം	400 8	3	
	SRA-ACH 1971 Blue Level Form t		42 42 42 41 40	9.88.85 8.58	32 33 44 35	22822	21 20 18 17 16	46510	9888	8000	7	
	MAT 1970 Elementary Form F Word Knowl edge	. 92	3 0 0 0 0 0	49 48 47 74	64 4 4 5 5 5 4 4 4 5 5 5 4 4 5 5 6 4 5 5 6 6 6 6	4 4 4 4 8 9 9 9 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	33 33 33 34 34 35 36 36 36 36 36 36 36 36 36 36 36 36 36	822228	81 12 10 10 10	٠ ٠ ٠ ٠	: R :	
JLARY	1785 1971 Level 10 Form 5 Vox alculary	Equivalent raw scure	33.3.3.8.8.	88888 88888	2, 28, 29, 31	22222	91 71 91 91 91 91 91 91 91 91 91 91 91 91 91	4 6 6 7 1 1 1 2 1 1 1 1	0 & r & r	4 m - 6	8	
VOCABULARY	GMT 1964 Survey D Form 1M Vocatiolary	Equi	84 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	40 39 38 37	33 33 33 33	578 29 33	22222	21 19 18 15 15	12 10 9 7	மக்க 2	8	
	CTBS 1968 Level 2 Form 0 Vocahulary		04 88 88 88 88 88 88 88 88 88 88 88 88 88	8888	3 8 3 3 8 8	82828	22 23 23	71 16 13 13	11 9 7 6	മനം (?	



Table 6-Grade 4: Raw scores for the Stanford Achievement Tests (SAT), 1964 edition, and equivalent raw scores for selected other reading tests (continued)

	STEP II 1969 Level 4 Forn, A	•	1222	Я; Я;
	SRA-ACH 1971 Blue Level Form & Rearing		n 4 to 0' =	84
NON	MAT 1970 Elementary Form F Reading	ore	248Z~	45
PPREHENSI	1971 Level 10 Form 5 Reading Cornure	Equivalent raw score	V 20 4 22 C	3
READING COMPREHENSION	GMT 1964 Survey D Form 1M Compre hension	Equ	4000-	25
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	CAT 1970 Lever 3 Farm A Compre Pension		ብቁጠለ≕	45
	SAT 1964 Itter i Form W Paragraph Meaning	Raw score	2 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	00



Table 6—Grade 4: Raw scores for the Stanford Achievement Tests (SAT), 1964 edition, and equivalent raw scores for selected other reading tests (continued)

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1971 1971 Level 10 Form 5	Equivalent raw score	84.	4 4	4 4 1 4	40	g g	% %	3 %	8338	82828	22222	56587	55 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	<u>-</u> 600 ∕ 0	10 m cu	90		
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CTBS 1968 Level 2 Form Q		55.	1 3	42	40	88	£ %	3,8	នៃគន	23878	22225	8 C 5 5 5 5	44651	58788	400	88		
CAT 1970 Level 3 Form A		9 %	8 8	33	38	% %	33 33	33	888	22282	28 58 19 8 51 8 19 8 19 8 19 8 19 8 19 8	71 91 15 4 4 4	55555	01 88	ω τυ 4	82		
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SRA-ACH STEP (1 1971 1989 Blue Level 4 Form E Form A			88				85 84 56		82 82 82 82 82 82 82 82 82 82 82 82 82 8	80 53 80 52 79 52 78 51 77	76 75 74 74 74 73 48	72 47 71 47 70 46 69 46 68 45	65 65 65 64 63 63 64 63 64 63	62 41 61 41 60 40 59 40 57 39	56 54 54 54 54 54 54 54		51 48 48 47 47 33 46	
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MAT SRA-ACH 1970 1971 Elementery Blue Level Form F Form E	Equivalent raw store	95	102 95 89	88 88	100	94 96 96 96 96	93 85	96 92 84 95 92 83	94 91 82 93 91 82 92 91 81	92 90 80 91 90 80 90 90 79 89 89 73 88 89 77	87 88 76 86 88 75 85 87 74 84 87 74	82 86 72 81 86 71 80 85 70 79 85 69 78 84 68	83 83 85 85 85 85 85 65 85 63	72 81 62 70 81 61 69 80 60 68 79 59 67 78 57	66 78 56 65 77 56 63 76 54 62 76 54	61 74 52	50 73 51 58 72 49 57 72 48 56 71 47 54 70 46	53 69 45 52 68 44 50 67 44 49 65 42
1971 1970 1971 Level 10 Elementary Blue Level Form 6 Form F Form E	Equivalent raw score	98 104 95 90 97 103 95 90	97 102 95 89	95 101 94 88	78 46 001 36	93 98 93 86	92 98 93 85 92 97 93 84	91 96 92 84 90 95 97 83	88 94 91 82 88 93 91 82 87 92 91 81	86 92 90 80 86 91 90 80 85 90 90 79 84 89 89 78 83 88 77	82 87 88 76 81 86 88 75 80 85 87 74 80 84 87 74 79 83 87 73	78 82 96 72 77 81 86 71 76 80 86 70 75 79 85 69 75 78 84 68	77 84 67 76 83 66 75 83 65 74 82 65 73 82 63	69 72 81 62 68 70 81 61 68 69 80 60 67 68 79 59 66 67 78 57	65 66 78 56 64 65 77 65 63 63 76 54 62 75 54	62 61 74 52	61 60 73 51 60 58 72 49 69 57 72 48 58 56 71 47 57 54 70 46	56 53 69 45 55 52 68 44 54 50 67 43 53 49 65 42
LOWIT 1785 MAT SRA-ACH 1944 1971 1970 1971 Survey D Level 10 Elementary Blue Level Form IM Form 6 Form F Form 6	Equivalent raw score	98 104 95 90 97 103 95 90	97 102 95 89	83 95 101 94 88	82 95 100 94 87	93 98 93 86	81 92 98 93 85 80 92 97 93 84	79 91 96 92 84 79 90 95 92 83	78 89 94 91 82 78 88 93 91 82 77 87 92 91 81	86 92 90 80 86 91 90 80 85 90 90 79 84 89 89 78 83 88 77	73 82 87 88 76 73 81 86 68 75 72 80 85 87 74 71 79 83 87 73	70 78 82 96 72 70 77 81 96 71 69 76 80 86 70 68 75 79 85 69 68 75 79 85 69 68 75 78 84 68	74 77 84 67 73 76 83 66 72 75 83 65 71 74 82 65 70 73 82 63	64 69 72 81 62 63 68 70 81 61 62 68 69 80 60 61 67 68 79 59 60 66 67 78 57	59 65 66 78 56 59 64 65 77 55 58 63 63 76 54 57 62 62 75 53	56 62 61 74 52	61 60 73 51 60 58 72 49 69 57 72 48 58 56 71 47 57 54 70 46	888 288



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	GMT 1964	Form 1M	Compre		Equ	52	52	. G G	; ;	£ 4 8	4. 4. 45.	4444 423 444	8 % % % 8 % % %	អនៈនេស ន	28.23.88	22 20 5 7 7 5	4 5 E 0 8	~ 10 √	4 W
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	SAT 1964		Word			37	8 8	3 25	Ş	ጽ	878	82222	22228	19 18 17 16	5 4 4 E E E	10 00 8 7	ស្ងយស្		8
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Number of items 48 42



Table 7—Grade 4: Raw scores for the SRA Achievement Series (SRA-ACH), 1971 edition, and equivalent raw scores for selected other reading tests (continued)

1969 1969 Level 4 Form A	5,5,2,5,5	5 5 2 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	82228	81 71 81 81 81	57 5 5 5 5 5	F 0 0 0 8	r r 9 9 s	44000	8	
5AT 1964 Inter 1 Form W	64448	*****	8 8 78	23 25 25	20 20 19 18 71	5 4 E E E O	00 00 V 60 V0	480	8	
MAT 1970 Elementary Form F	63 61 59	200 200 200 200 200 200 200 200 200 200	8 4 4 4 8 8 6 4 1 8	3888 3	84228	6 C 9 S 4 5	521110	છ ∞∽ఉ∾	98	
1971 1971 D Level 10 Eig IM Form 5 F Equivalent raw score	8 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	38888	88888	28.7.88	882288	85 85 EE	11 10 9 7	ត្ ខេស4 មា −	901	
GMT 1964 Survey D Form 1M		344444 6461444	88888	28.233	22 22 13 8 7 7	& & & & & & & & & & & & & & & & & & &	51100	98877	102	
CTBS 1968 Level 2 Form Q	. 84 4 4 4 	\$ \$ \$\$\$\$	*****	233882	20 20 81 71	55455	£ 05 68 7	@ 4 111 10 10	88	
1970 Lever 3 Form A	04 88 86 E	33888	388 83	25 23 25 25 25 25 25	20 19 17 16	5 5 5 5 5	<u>-</u> 50008	V 0 10 4 4	882 82	
T 3 2 2	0 6 8 7	88888 88888	82828	25 23 21 21	20 19 17 16	54555	Ō œ ≋ ∽ æ	ღ 4ოო−	Number of items 90	
SRA ACH 1971 Blue Lever Form E Raw score	 - 8886							.,.	2	
Bue Le Form Raw sc	= m m m c								2	
STEP II 1969 Leves 4 Form A	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		8 2 2 2 2	68 88 84 47 47 47 47 47 47 47 47 47 47 47 47 47	8 8 8 <u>4</u> 4	\$5444 \$554	4 8 8 8 8	886688	88888 3	3 3 3
SAT STEP II 1964 1969 Inter Level 4 Form A				77 50 76 49 74 48 73 48	71 46 70 46 69 45 68 44 67 44	96 85 84 83 83 81 81 81	68 88 88 88 88 88 88 88 88 88 88 88 88 8	57 28 55 54 54 53 53		
MAT SAT STEPII 1970 1964 1969 Eiginaniary Inter I Level 4 Eurm F Form W Form A	95 98 99 99 99 99 99 99 99 99 99 99 99 99	88 88 88 88 88 88 88 88 88 88 88 88 88	55 55 55 55 55 55 55 55 55 55 55 55 55			83 66 43 82 65 43 82 64 42 81 63 41			88888	48 47 46
MAT SAT STEPII 1970 1964 1969 Eiginaniary Inter I Level 4 Eurm F Form W Form A	95 98 99 99 99 99 99 99 99 99 99 99 99 99	93 90 56 92 89 56 92 87 56 91 86 54 91 84 53	90 83 53 90 81 52 89 80 51 89 79 51 88 78 50	88 77 88 87 76 887 74 86 72	85 71 85 70 84 66 84 68		80 61 79 60 79 80 78 59 77 56	77 57 77 57 57 76 76 76 76 76 78 54 74 53	73 53 38 72 52 34 71 51 34 70 50 33	69 48 68 47 66 46
MAT SAT STEPII 1970 1964 1969 Eigeneriary Inter I Level 4 Form F Form W Form A	95 98 99 99 99 99 99 99 99 99 99 99 99 99	98 93 90 56 95 96 96 97 97 97 97 97 97 97 97 97 97 97 97 97	91 90 83 53 90 90 81 52 89 89 79 51 87 88 78 50	96 88 77 84 87 76 83 87 74 82 96 73	80 85 71 79 85 70 78 84 69 77 84 68	8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	70 80 61 69 79 60 68 79 60 67 78 59 66 77 58	64 77 57 67 63 76 55 62 75 55 65 60 74 53	73 53 38 72 52 34 71 51 34 70 50 33	53 69 48 52 68 47 50 66 46
1971 1970 1964 1969 Level 10 Evenentary Inter Level 4 Form 5 Form 6 Form A Form A Form A Form A	100 94 93 58	92 98 93 90 56 90 90 90 90 90 90 90 90 90 90 90 90 90	86 91 90 83 53 85 90 90 81 52 84 89 89 80 51 83 88 89 79 51 82 83 84 79 51 82 87 88 78 50	81 86 88 77 80 84 87 76 79 83 87 74 78 82 86 73 77 81 86 72	76 80 85 71 75 79 85 70 75 78 84 69 74 77 84 68	75 83 74 82 73 82 72 81 71 81	68 70 80 61 67 69 79 60 66 68 79 60 66 67 78 59 65 66 77 58	64 77 57 67 63 76 55 62 75 55 65 60 74 53	59 73 53 35 58 72 52 34 56 77 51 34 55 70 60 33 54 70 49 33	56 53 69 48 55 52 68 47 54 50 66 46
GMT 1785 MAT SAT STEP11 1964 1971 1970 1964 1968 Survey D Level 10 Finantity Inter I Level 4 Form 1M Form 5 Form F Form W Form A Equivalent raw score	98 104 95 96 60 95 103 95 96 59 95 59 95 95 95 95 95 95 95 95 95 95	81 92 98 93 90 56 80 91 96 92 89 56 79 90 96 92 89 56 78 88 94 91 86 54 77 87 92 91 84 53	76 86 91 90 83 53 76 86 90 90 81 52 75 84 89 89 80 51 74 83 89 79 51 73 82 87 88 79 51	73h 81 86 88 77 72 80 84 87 76 71 79 83 87 74 70 78 81 86 72	69 76 80 85 71 68 75 79 85 70 68 75 78 84 69 67 74 77 84 68 66 73 76 83 67	72 75 83 71 74 82 70 73 82 69 72 81	62 63 70 80 61 62 67 69 79 60 61 66 68 79 60 60 66 67 78 50 59 65 67 78 56 59 65 66 77 56	64 64 77 57 57 63 63 63 76 55 65 65 75 55 65 61 75 55 61 61 60 74 53	60 59 73 53 35 56 56 56 56 57 57 57 57 57 57 57 57 57 57 57 57 57	53 52 50 66 66



Table 8-Grade 4: Raw scores for the Sequential Tests of Educational Progress, STEP Series 11, 1969 edition, and equivalent raw scores for selected other reading tests

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	1971 1970 1964	Survey D Level 10 Elementary Inter I	Vocabulary Vocabulary Word Word	Knowi Mening		47 '88 50	37 50 36	41 36 49 34	36 49 33		31 46 28	29 45 26	32 27 44 24	31 25 43 23	24 42 21 22 40 20	27 20 39 19	25 18 37 17 24 17 35 16	22 15 32 14	21 14 30 13	13 27 12	17 11 21 10	9. 01	14 9 17 8	15 7	01 01 11 02	on o		2 4	0	38 50 38
	GMT 178S MA1 SAT 1964 1971 1970 1964	Level 2 Survey D Level 10 Elementary Inter 1	r Vocabulary Vocabulary Word Word	Knowi Mening		40 47 38 50	39 44 37 50 36	38 41 36 49 34	39 35 49 33 36 34 48 31	25 27 27 20 20 20 20 20 20 20 20 20 20 20 20 20	33 35 31 46 28	33 29 45 26	30 32 27 44 24	28 31 25 43 23	29 24 42 21 28 22 40 20	24 27 20 39 19	22 25 18 37 17 21 24 17 35 16	22 15 32 14	18 21 14 30 13	20 13 27 12	14 17 11 21 10	9 61 01 91	11 14 9 17 8	12 8 15 7	8 TO 8 TO 12	φ. σ.		2 4	0 1 0	8C 05 8C 05



Table 8—Grade 4: Raw scores for the Sequential Tests of Educational Progress, STEP Series II, 1969 edition, and equivalent raw scores for selected other reading tests (continued)

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SRA.ACH 1871 Blue Level Form E		33	8	2	98	8 8	2	7.	2	77	5	6	6	17	9	-	<u> </u>	=	5	œ	Œ	4	e	-	0		Ś	2						•			
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Number of items 42 45

Table 9—Grade 5: Raw scores for the California Achievement Tests (CAT), 1970 edition, and equivalent raw scores for selected other reading tests

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SAT 1964 Inter It Form W Paragraph Meaning	ore	282	2 23	4 4 4 4 4 0 4 4 4 4	3.2488	82888	27.50 5.25 19.00 5.25	71 31 31 41	E 2 E 5 8	∟ ∞∞44
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1971 Level 11 Forn 5 Reading Compre hension	효	5. 88 38 58 88	2 2	a 23 82 24 82	\$ 4 4 4 4	88888	28288	22 26 13 14 14	55421	9 B D D 4
GMT 1964 Survey D Form 1W Compre hension		8 2 2	24 4 8 8	7 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	323338	22.28.28	8 C C C T	511008	► 0 10 4 10
CTBS 1968 Level 2 Form Q Comme hension	:	2 4 4 3 4 5	4 4	4 4 8 8 8 E	8888	38888	88885	7 9 5 5 E E	511000	∞ ~ ⊕ 4 ∾
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ITES MAT SAT SRAACH STEPII 1971 1970 1969 1971 1980 Leat 17 Inter Inter III Blue Level A Form 5 Form F Form Word Vocabulary Part I Knowl Meaning	lent raw score	43 42 30 39 42 29 37 41 28	43 34 40 27 41 32 39 27	30 28 28 33 24 35 35 35 35 35 35 35 35 35 35 35 35 35	22 33 33 12 20 31 19 28 28	17 28 16 16 25 15 15 24 25 15 15 27 27 27 27 27 27 27 27 27 27 27 27 27	46525	55000	8 11 7 9 9 9 7 10 10 6 8 8 17 1 8 8 17 1 6 6 6 6 7 4 6 6 6 6 7	23 4 6 6 0 1 2 3 3 4 6 6 0 1 2 3 3 4 6 6 1 1 2 3 3 4 6 6 1 1 1 2 3 3 4 6 6 1 1 1 2 3 3 4 6 6 1 1 1 1 2 3 3 4 6 6 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
MAT SAT SRA-ACH STEP II 1970 1969 1971 1969 Inter Inter II Blue Level 4 Form F Form W Form E Form A Word World Vocabulary Part I Known Meaning Vocabulary Part I	310	49 43 42 30 47 39 42 29 45 37 41 28	37 43 34 40 27 36 41 32 39 27	40 30 38 38 28 37 37 26 36 36 25 35 35 24 34	33 22 33 31 20 31 30 19 20 31 28 18 28	27 17 26 26 16 25 26 16 24 24 15 22 22 14 21	21 14 20 13 11 18 12 11 11 11 11 11 11 11 11 11 11 11 11	16 15 14 13 13 8 8		
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Table 9—Grade 5: Raw scores for the California Achievement Tests (CAT), 1970 edition, and equivalent raw scores for selected other reading tests (continued)

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CTBS 1968 Level 2 Form Q		2 4 6 8 8 8 6 8 8 8	3 2 2 2 3	28288	82228	91 16 15 15	21 10 8 r	- 12 U U G	000	ems 85
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SRA.ACH 1971 Blue Level Form E	eao	88 88 88 88	91 89 89 86 88 83 81 81 81	98 79 77 76 76	68 75 66 73 64 72 62 71 61 70	\$ 8 8 8 2	2002 2003 2003 2003	55 52 51 51 64	4 4 4 4 80 1~ 70 4	35 42 30
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Table 10-Grade 5: Raw scores for the Comprehensive Tests of Basic Skills (CTBS), 1968 edition, and equivalent raw scores for selected other reading tests

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1885 MAT SAT SRA-ACH 1971 1970 1964 1971 Level 1 Inter Arter I Bire Level Form 5 Form F Form W Form E	Vocabulary Word Word Vocabulary Know Meaning edge	Equivalent raw score	42 49 44 42 42 41 42	45 37 41 43 35 40	36 41 32 39	38 27 38 38 27 37	24 25 35 34 24 34 34 35 35 35 35 35 35 35 35 35 35 35 35 35	31 20 31 30 19 29 28 18 28 27 17 26 26 16 25	25 16 23 23 15 22 22 14 20 21 13 19	19 18 17 17 17 11 16	15 10 12 14 19 12 12 13 18 111 11 11 11 11 11 11 11 11 11 11 11	11 6 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	2 3 4 4 5 2 3 3 4 4 5 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	50 48 42
GMT 1TBS MAT SAT SRA-ACH 1971 1970 1984 1971 Survey D Level 1 1118 118 11 Blue Level Form 1M Form 5 Form F Form F	Vocabulary Vocabulary Word Word Vocabulary Knowi Meaning edge		47 42 49 44 42	39 45 37 41 38 43 35 40	39 36 41 32 39	33 38 27 38 37 37 37 37 37 37 37 37 37 37 37 37 37	34 30 34 24 34 33 28 33 22 33	26 31 20 31 25 30 19 29 23 28 18 28 22 27 17 26 20 26 16 25	19 25 16 23 18 23 15 22 17 22 14 20 16 21 13 19 15 20 13 18	14 19 12 12 13 14 19 12 13 17 11 11 11 11 11 11 11 11 11 11 11 11	11 15 10 12 10 14 9 12 10 13 8 11 9 12 8 10 8 11 7 9	8 11 6 6 9 6 8 8 8 8 9 5 5 7 7 8 6 6 9 9 5 5 7 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	23 4 5 2 3 4 5 1 1 2 2 1 2 2 0 1 2 2 0 1 2 2 1 1 2 1 1 2 2 1 1 2 1 1 2 1 1 2 1 1 2 1 1 2 1 1 2 1 1 2 1	43 50 48 42



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Table 11-Grade 5: Raw scores for the Gates-MacGinitie Reading Tests (GMT), 1964 edition, and equivalent raw scores for selected other reading tests

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Table 11—Grade 5: Raw scores for the Gates-MacGinitie Reading Tests (GMT), 1964 edition, and equivalent raw scores for selected other reading tests (continued)

TOTAL READING

STEP II 1969 Level 4 Form A

SRA-ACH 1971 Blue Level Form E		88	37	8 X	# E	32 33	8	23 33	288	5 6	888	25	4 5 5 4 5 5	222	222	3 ឆ ឆ	18 17	5 5 t	. .	4 5 5	2=	5 æ .	ωs	4 W	Z	8
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1968 Level 2 Form 0		34	.	2.4	5 8	8, 8	8 %	% 8	888	- R	2 2 2 2	53.88	38.8	2 2 2	223	228	et 8t	<u>5</u> 5 4	. . 2	∓ 5 :	= =	on acc 1	~ ₩ 4	.9 W.	0	85
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SRA-ACH 1971 Blue Level Farm E	Ore	8.8	88		88 &		è 98	8 4		3 &		£ 85	7, 9,		1,00		£ 2		3 8		3 23	52 15		3 5		. 14 4
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SAT SRA-ACH 1964 1971 Inter II Blue Level Form V. Form E.	Equivalent raw store	112 90	94 109 90	93 107 89 92 105 89	92 102 88	98 86	88 94 86	87 92 85 85 90 84	88 88 8 2 8 8 8 8	81 83 81	29 88 81 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	78 77 79 76 75 78	75 73 77 76 74 71 76	65 74 65 72	68 63 71 67 61 70	55 55 56 56	62 54 65 61 53 64	52 50 60 61 61 61	55 48 58	47 57 46 55	52 45 54 51 44 53	50 43 52 49 42 51	41 40 40 40 47	46 39 46 45 38 45	88 78 878 84 84 84 84 84	41 36 41 40 35 40



1970 1970 Level 3 Form A

CMT 1964 Survey D Form 1M

Raw score

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Table 12—Grade 5: Raw scores for the lowa Tests of Basic Skills (ITBS), 1971 edition, and equivalent raw scores for selected other reading tests

1969 1969 1 mm 4 form A Form A

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Table 12—Grade 5: Raw scores for the lowa Tests of Basic Skills (ITBS), 1971 edition, and equivalent raw scores for selected other reading tests (continued)

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MAT SAT SRAACH STEP II 1970 1964 1971 1969 7 19 1911 II Jak Level A Form A Form A Form A	Equivalent raw scure	95 112 90 60 95 112 90 60 95 111 90 60 94 109 90 60	93 106 ES 92 104 88 92 103 88 91 101 88 90 99 87	89 97 87 89 96 86 88 94 86 87 93 85 86 92 85	96 91 84 85 89 84 85 88 84 64 87 83 83 86 83	82 84 82 81 83 82 81 87 81 80 80 79 79 80	78 78 79 77 76 79 76 75 78 75 73 77	81 74 71 76 81 73 69 75 80 75 68 75 79 72 67 74 79 71 66 74	70 65 73 69 64 72 69 63 72 69 63 72 67 61 70	76 67 60 70 75 66 59 68 75 65 58 68 74 64 57 68 73 64 56 67	63 55 66 67 67 68 68 69 69 69 69 69 69 69 69 69 69 69 69 69	70 59 51 62 69 58 54 61 69 57 50 60
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Table 12—Grade 5: Raw scores for the lowa Tests of Basic Skills (ITBS), 1971 edition, and equivalent raw scores for selected other reading tests (continued)

TOTAL READING

1188	CAT	CTBS	GMT	MAT	SAT	SRA.ACH	STEP II
1971	1970	1968	1964	1970	1964	1971	1969
Level 11	Level 3	Cevel 3	Survey D	inter.	Inter, II	Blue Level	Level 4
Form 5	Fores	Form o	Form 1M	form F	Form W	Form E	f urm A
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Table 13—Grade 5: Raw scores for the Metropolitan Achievement Tests (MAT), 1970 edition, and equivalent raw scores for selected other reading tests

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SRA ACH 1971 Boue Level Form t

SAT 1964 Inter, to Furnity Paragraph Meaning

1971 Level 11 Form to Weaming Compre Nemsion

GMT 1964 Survey D Form 1M Campare bension

CTBS 1968 Level 2 Form (1 Cempre himsion Equivalent raw score

READING COMPREHENSION

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Table 13-Grade 5: Raw scores for the Metropolitan Achievement Tests (MAT), 1970 edition, and equivalent raw scores for selected other reading tests (continued)

CAT CTBS GMT ITBS 1970 1988 1964 1971 16-0-13 Level 11 Schwy D Level 11 1 16-0-13 Form O Form S		82 85 82 85 83 85 83 884			73 76 72 76 71 75 71 75 70 74	88 88 87 72 72 72 72 72	65 65 64 63 63 63 63 63 63 63	8888				
GMT 1785 1964 1971 Survey D. Level 11 Form 3 M. Form 5		28.88 28.88 28.88 28.88 28.88	83 83 80 80	79 78 77	36 36 37 37 47	22222	55888	96999	φφφφφ	សល់សំលំស	G1 #1 f1 41 41	2,2,4
1971 1971 Level 11 Form 5		1						~ ~ ~ ~ ~ ~	4 W U U -	06877	98 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	2 G 6 6
			995 933 94 95	9 9 9 8 8 8 4 8 4 8 4 8 8 8 8 8 8 8 8 8	8 8 8 8 8 8 2 4 4 5 E	82 80 80 79	78 77 76 75 75	75 73 72 17	77 70 68 68 88	6.6 6.6 6.6 6.6 6.6 6.6 6.6 6.6 6.6 6.6	62 60 59 58	55 54 54
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SRA-ACH 1971 Bur teres Form E		83888	88 88 88 7 88 88 88	22222	18 80 E2 85 85 85	7. 85. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4.	£ 57 17 588	8688 2	88528	88	25 65 85 4 25 65 85 45 45 45 45 45 45 45 45 45 45 45 45 45	3 2 4 4
1969 1969 Level 4 Form A		8888	55 57 58 58	84488	52 52 52 52	8 4 4 4	4 4 4 4 4 7 6 6 8 8	4 4 4 4 4	4 4 4 8 8	86338	88888	333
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1968 Level 2 Form Q	1	2 2 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	3868 8	8 8 388	23225	05 11 12 12 12 13 14 15 15 15 15 15 15 15 15 15 15 15 15 15	51 42 11	01 9 8 7 9	សែងយយស	88		
1964 Survey D Form 1M	Equiv	2 3 4 4 4	8 4 8 4 6	3 K R 3 R	322388	22 12 19 17	8 4 E 2 E	11 01 8 7	≻⊕છ4 €	102		
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Table 14—Grade 5: Raw scores for the Stanford Achievement Tests (SAT), 1964 edition, and equivalent raw scores for selected other reading tests

READING COMPREHENSION

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STEP 11	Level 4	Form A			8	88	3 8	88	8	8	88	2 23	8	2 82	R 8	28	27	27	92	8 %	?	55 % ———	3 13	2 2	-	28	22	21	12	8 5	8 7	:	ō 7	4	22	ç	9 09	00	9	n	4	m N		8
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CAT	Level 3	Form A Vocabulary			3	3 9	3 8	3	8	9	3 8	8 B	ģ	3 %	%	343	37	8	8	አን አ	3 .	ጽ የ	38	8 =	, ;	5 R	R R	72	56	% %	22 7	;	<u>ව</u> කි	9	4 C	ç	• 2	o,	ω (٥	ī.	4 0	1	40
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1785	11	Heading	Compre	Equivalent raw so	7.3	27.	: 2	2 2	8	3 2	è &	92	26	2 2 3	6 6	39	888	5 26 26	52	នេះ	51	23 5	£ 44 74	. 2	4 &	4 4	8	፠፠፠	3 34	E 82	23 28	24	: 2 Z	20 18	11 16	5 4 5
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SAT	inter. It	Form W Paragraph	Meaning	Raw score	2	88	3 7	8	59	8 8 (<u>ب</u>	88	3,5	25	. S	\$ \$	\$ * :	8 4 6 5	4:	4 5	2 4	88	8 65 8	3 E	¥ 8	3 8	8	282	3 g	2 22	828	61	181		4 E	21.0



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Table 14-Grade 5: Raw scores for the Stanford Achievement Tests (SAT), 1964 edition, and equivalent raw scores for selected other reading tests (continued)

READING COMPREHENSION

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Paragratih	Compre	Compre	Compre	Reading	Reading	Bridding	Part 2
Meaning	Pension	hengion	nension	Compre			
				hension			
Raw score			Equivalent raw score	raw score			
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7	7	7	7	6	9	7	4
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4	4	4	4	ស	m	S	2
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7	-	-	7	2	-	ო	0
-	-	-	-	0	0	2	0
Number of items	tems						
2	42	45	25	74	45	8	8



Table 14—Grade 5: Raw scores for the Stanford Achievement Tests (SAT), 1964 edition, and equivalent raw scores for selected other reading tests (continued)

1969		4 4 4 4 4 0 0	88.88.5°	8 8 8 8 E	28 3 3 23 33	28 27 26 28	23 24 20 20 20	91 81 71 61 61					9
1971 1971 1971 1971 1971		2.8 6.2 6.2 6.2 6.3 6.3 6.3 6.3 6.3 6.3 6.3 6.3 6.3 6.3	88.8 88.7 88.4 84.4	53 51 49 48	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	8 6 8 8 8	30 30 27 26 26	25 23 22 21	20 19 18 17	16 14 13 12	 0 0 8 8	տ գտ ա	6
1970 1970	SCORE	25 28 28 28 28 28	5.98.98.58 5.98.58.58	12 02 4 4 8 4 7	46 43 42 42 42	8888 88	2,28,28,22	25 23 23 23 23 24 25 25 25 25 25 25 25 25 25 25 25 25 25	20 19 19 17	15 15 15 15 15 15 15 15 15 15 15 15 15 1	0 8 7 9	400+	95
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1964 1964 1974 E	Equ	5.5 0 0 69 69	800388	63 67 60 59	57 56 53 51	02 84 84 84 84 84 84 84 84 84 84 84 84 84	4 4 8 8 8 8 2 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	2,288,2	23 20 19 19	7 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	11 01 9 8	0 4 4 W	102
1968 1968 Level 2 Form c		62 4 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	60 60 60 84 84	57 55 54 53	52 54 48 84 84	4 4 4 5 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	3 3 33 33 88	28 27 24 23	21 20 19 18 17	15 15 15 15 15	11 8 6 7	4 11 12 12	85
1970 1970 Lever 3 Form A		59 57 57 96	55 53 53 52	51 50 49 47	46 44 44 43 43	5 8 8 8 8 8	8 83333	23 23 23 23 24 25	20 20 19 18 17	61 15 14 15 15	21 to 0 8	r 9 4 E	ems B2
SAT 1964 mer II Form W	Raw score	¥ 22 22 28	48 47 45 45	4 4 4 4 4 4 6 6 6 6 6 6 6 6 6 6 6 6 6 6	8 8.4 8 8	93.23.24	282383	82228	91 14 15 15	46250	986788	4001	Number of items 112
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ACH STEP II 71 1969 		38888	8388	\$ \$ \$ \$ \$ \$ \$	88 88	9 S S S S S S S S S S S S S S S S S S S	44 4 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	53 52 52 53 51	20 20 20 21 20 20 20 21	\$ 4 4 4 4 4	84 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	
SRA-ACH 1971 Blue Lever		3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	& 3 2 3 3 3 8 8 8 8 8	88 88 88 88 88 88 88 88 88 88 88 88 88	87 5.7 86 5.7 88 5.7 88 9.6 85 9.6	88 88 88 88 88 88 88 88 88 88 88 88 88	83 82 83 83	81 53 81 52 80 52 80 52 79 51	79 51 78 50 78 50 78 50 77 50	77 49 76 49 75 49 75 48 75 48	74 48 73 47 73 47 72 47	71 70 70 89 89 44 44 44	
MAT SRAACH 1970 1971 Inter Bore Level	scure												67 88 88
MAT SRAACH 1970 1971 rier Bore Lever orm F Form f	Ivalent raw scure	8888	8.8888	88 88 88 87 88 97 89 98 98	88. 88. 88. 88. 88.	8 # \$ \$ \$ \$	94 83 83 83 82 82 82 82 81 82	88 890 80 67	78 79 79 79 77 75 75 76 78 78 78 76 77 77 77	75 77 74 76 75 75 75 75 75 75 75 75 75 75 75 75 75	4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	68 71 72 70 70 65 65 65 65 65 65 65 65 65 65 65 65 65	64 67 65 65 65 65 65 65 65 65 65 65 65 65 65
S MAT SRAACH 1 1970 1971 11 'nier Bore Lever 11 torn F. Forns F.	Equivalent raw scure	99 99 99 99 99 99 99 99 99 99 99 99 99	93 95 95 93 88 92 92 88	91 88 88 89 90 90 90 87	99 89 88 88 86 87 87	88 88 88 88 88 88 88 88 88 88 88 88 88	94 83 83 83 82 82 82 82 81 82	81 81 80 81 90 80 75 80 78 79	78 79 79 79 77 75 75 78 78 76 78 78 75 77	75 77 74 76 75 75 75 75 75 75 75 75 75 75 75 75 75	79 84 72 74 79 83 71 73 78 82 70 73 78 81 69 72 77 80 69 72	77 79 68 71 76 78 67 7.2 76 77 66 70 75 76 66 69	74 64 67 73 63 66 72 62 66
1785 MAT SRAACH 1971 1970 1971 Level 13 miles Bose Level county Forms Forms	Equivalent raw score	116 95 90 115 95 90 114 94 90 113 94 90	113 93 90 112 93 88 112 93 88 111 92 88	110 91 88 109 91 88 109 91 88 108 90 87	95 107 89 87 97 93 94 106 89 88 86 93 106 89 86 95 93 105 88 86 95 95 104 87 85	92 103 87 85 91 102 86 84 91 102 86 84 90 101 85 84 90 100 84 84	99 84 83 98 83 83 97 82 87 97 82 82 96 81 82	95 81 81 95 80 81 94 80 80 93 79 80 92 78 79	92 78 79 91 77 76 90 77 78 90 76 78	88 75 77 88 87 74 76 88 73 75 85 85 72 75	84 72 74 83 71 73 82 70 73 81 69 72 80 69 72	77 79 68 71 76 78 67 72 76 77 66 70 75 76 66 69	74 74 64 67 73 73 63 66 77 72 72 62 66
GMT 17BS MAT SRAACH 1964 1971 1970 1971 Survey 1 Level 1 110 North Bore Level Formal Land Format	Equivalent aw some	102 116 95 90 101 115 95 90 100 114 94 90 100 113 94 90	99 113 93 90 99 112 93 88 98 112 93 88 98 111 95 88 97 110 92 88	83 97 110 91 88 83 96 109 91 88 82 96 109 91 88 82 96 108 90 87 82 95 108 90 87	95 107 89 87 97 93 94 106 89 88 86 93 106 89 86 95 93 105 88 86 95 95 104 87 85	80 92 103 87 85 80 91 102 86 85 79 91 102 86 94 79 90 101 85 84 79 90 100 84 84	89 84 83 80 98 83 83 88 98 83 82 88 97 82 82 87 96 81 82	77 87 95 81 81 76 86 95 80 81 76 85 94 80 80 75 85 92 79 80 75 85 92 78 79	84 92 78 79 84 91 77 75 83 90 77 78 83 90 76 78 82 89 75 77	73 82 88 75 77 73 81 87 74 76 72 81 87 74 76 72 80 86 73 75 72 80 85 72 75	79 84 72 74 79 83 71 73 78 82 70 73 78 81 69 72 77 80 69 72	77 79 68 71 76 78 67 72 76 77 66 70 75 76 66 69	67 74 74 64 67 65 65 65 72 72 62 66



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READING COMPREHENSION

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1964	×	Meaning		1.4	88 %	32 2	} %	8 9	22 23	21 20 19 18	18 17 16 15 15	2 4 4 5 5 5	21 21 11 01	68879	104601	-0	
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1971	Form 5	V tx abitulary	Equivalent raw score	14	33	ያ & ኢ	; ;;	32 23	ភ្ន	2888	22 22 20 20 21	81 7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	<u> </u>	£ 06 8 7	ው የተጠረ	- 0	
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1970	Form A	Vocatudaty	-	40	8 5	ት % ተ	3 5	, 2	8 33	8 2 8 8 28	25 2 25 25 25 25 25 25 25 25 25 25 25 25 25	22 22 20 19	18 16 15 15	12 12 10 10 10	ፖወካፋጠ	2 -	1
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SAT 1964 Inter (1 Form W Peregraph	£ 8 8 8 E	51 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	382383 RRRR	23 23 23 24 20 20 20 20 20 20 20 20 20 20 20 20 20	4 E E E E E E E E	~ 0 4 W ~ ←
MAT 1970 Inter Forn, F Rearing	45 44 43 42 41		22228 8228 23228	20 20 10 10 17 17 13 13 13	£ £ 5 6 8	9247 -00
1785 1971 Level 11 Form 5 Reading Compre	Equivalent raw score 72 70 68 66 66 66	28882 826644 268882 826444	46448 88 88 88 88 88 88 88 88 88 88 88 88 8	28.23.8	C 9 2 2 2 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	6 r 2 r - 0
GMT 1964 Survey D Furn 1M Compre hersion	52 52 53 54 64	4444 4444 4444 4444 4444 4444 4444 4444 4444	988888888888888888888888888888888888888	30 22 23 23 23 24 25 25 25 25 25 25 25 25 25 25 25 25 25	4 £ £ £ 5 0 0 8	V 2 4 E E E E E E E E E E E E E E E E E E
1968 1968 Level 2 Form 1) Compre hension	344444	4 4 4 8 8 8 6 6 8 8 6 8 8 8 8 8 8 8 8 8	88833 88883	23 28 28 28 28 28 28 28 28 28 28 28 28 28	4 5 T T D 0 8	V 3 3 2 2 0 0 1
CAT 1970 Level 3 Form A Compire hension	4 4 4 4 5 1 4 4 5 1 4 4 5 1 4 6 5 1 4 6 5 1 4 6 6 6 1 4 6 6 6 1 4 6 6 6 1 4 6 6 6 6	33334 48833	88888 28888	23 23 20 21 20 20 20 21 20 21 21 21 21 21 21 21 21 21 21 21 21 21	ŭ 5 ± 5 ₽ 8	7 3 3 4 4 6 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
SRA-ACH 1971 Blur Level Form f Reading	Raw score 48 47 46 45 44	88838 86 4 4 4 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	28 28 33 33 32 32 32 32 32 32 32 32 32 32 32	22 22 22 22 22 23 24 24 25	ŭ č ⊏50 ≈	7 5 6 5 4 4 4 2 3 3 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

Table 15 - Grade 5: Raw scores for the SRA Achievement Series (SRA-ACH), 1971 edition, and equivalent raw scores for selected other reading tests (continued)

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Table 16—Grade 5: Raw scores for the Sequential Tests of Educational Progress, STEP Series II, 1969 edition, and equivalent raw scores for selected other reading tests

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Table 16-Grade 5: Raw scores for the Sequential Tests of Educational Progress, STEP Series II, 1969 edition, and equivalent raw scores for selected other reading tests (continued)

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Table 17—Grade 6: Raw scores for the California Achievement Tests (CAT), 1970 edition, and equivalent raw scores for selected other reading tests

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Table 17—Grade 6. Raw scores for the Culfornia Achievement Tests (CAT), 1970 edition, and equivalent raw scores for selected other reading tests (continued)

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Table 18.--Crade 6: Raw scores for the Comprehensive Tests of Basic Skills (CTBS), 1968 edition,

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Table 18—Grade 6: Raw scores for the Comprehensive Tests of Basic Skills (CTBS), 1968 edition, and equivalent raw scores for selected other reading tests (continued)

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Table 19—Grade 6: Raw scores for the Gates-MacGinitie Reading Tests (GMT), 1964 edition, and equivalent raw scores for selected other reading tests

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Table 19 - Grade 6. Raw scores for the Gates MacGinitie Reading Tests (GMT), 1964 edition, and equivalent raw scores for selected other reading tests (continued)

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READING COMPREHENSION CTBS GMT Table 20 -Grade 6: Raw scores for the lowa Tests of Basic Skills (ITBS), 1971 edition, and equivalent raw scores for selected other reading tests

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GMT 1964 Norwy for Common

Equivalent raw score

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Table 20--Grade 6: Raw scores for the lowa Tests of Basic Skills (ITBS), 1971 edition, and equivalent raw scores for selected other reading tests (continued)

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1785 1971 Level 12 L Form 5 F Reading C Compre n	Raw score	- 23	2 :	. ·	- 2		91	15	14		2.0	 !					-		9	_G	4			_	_	Number of stems	
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Table 20 -Grade 6: Raw scores for the lowa Tests of Basic Skills (ITBS), 1971 edition, and equivalent raw scores for selected other reading tests (continued)

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Table 20—Grade 6: Raw scores for the lowa Tests of Basic Skills (ITBS), 1971 edition, and equivalent raw scores for selected other reading tests (continued)

TOTAL READING

17BS	CAT 1970	CTBS 1968	GMT 1964	MAT 1970	SAT 1964	SRA ACH 1971	STEP 11
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Number of tems 122	tems 85	38 8	102	96	112	06	60



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Number of stems 45

Table 21—Grade 6: Raw scores for the Metropolitan Achievement Tests (MAT), 1970 edition, and equivalent raw scores for selected other reading tests

1969 Level 4 Furn A

SAT 1964 Inter 11 Form W Paragraph Meaning

1785 1971 Level 17 Furnits Hearing Compile nemotion

CMT 1964 Sorrey D Form 1M Compare hermion

CTBS 1968 Laver 8 Formute commone

CAT 1970 Level 4 Form A Compre

MAT 1970 Free Free Free Equivalent raw score

Raw score

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SRA ACH 1971

RE DING COMPREHENSION

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Table 21—Grade 6: Raw scores for the Metropolitan Achievement Tests (MAT), 1970 edition, and equivalent raw scores for selected other reading tests (continued)

Raw score		89 60 60 23 28 28 28 28 28 28 28 28 28 28 28 28 28	00 89 59 43 78 78 78 78 78 78 78 78 78 78 78 78 78	85 58 40	97 83 56 38 25 95 95 97 83 66 98 95 97 98 95 97 98 95 97 98 98 98 98 98 98 98 98 98 98 98 98 98	79 55	87 76 53 33 22 88 73 52 83 73 52 82	82 71 52 50 21 80 70 51 29 21 78 69 51 28 20 77 68 50 27 20	65 49 24 24 63 48 23 60 47 60 47 61 48 22 61 61 48 22 61 61 48 60 47 61 61 61 61 61 61 61 61 61 61 61 61 61	65 58 46 20 19 64 56 55 64 56 17 17 17 16 16 16 16 17 17 17 17 16 16 16 16 16 16 16 16 16 16 16 16 16	60 53 43 15 58 50 42 13 56 49 41 17 55 48 41	54 47 40 10 53 46 40 9 51 45 39 8 51 44 39 7 7	49 42 37 5 48 41 37 5 47 40 36 3 46 39 36 2 45 38 35 1	44 36 34 Number of items 44 36 34 95 8
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Table 22—Grade 6: Raw scores for the Stanford Achievement Tests (SAT), 1964 edition, and equivalent raw scores for selected other reading tests

1969 1969 1969 1977 1977 1971

SKA ACH 1871 Terri Lt. 1 Form 1 Fearless

NO.	MAT 1976 7 for 1 year	ajo s	2 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	40 40 39 38	38 37 37 36	* * * * * * * * * * * * * * * * * * *	32 33 33 33 33 33	28 27 27 26	25 23 23 21 21 22	20 19 18 18	15 13 12 12	- ပ် သေ အ အေ
READING COMPREHENSION	17BS 1971 1971 1971 1971 1971 1971 1971 197		75 73 71 71 69	63 63 88 88	4 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	49 47 45 44	43 40 40 39	87.88	33 30 33 38 39 31	27 26 28 23	23 20 20 20	91 18 16 16	15 13 10 10
DING COM	GMT 1964 1964 Form 17M Carry 18	£.3	52 52 52 53 54	22288	0 4 4 4 4 8 8 8 8	48 47 47 46	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	43 42 41 41	40 39 38 37	88888 88888	33 23 25 25	23 21 19 16 16	11 10 10 10
REA	CTBS 1968 1968 1 and 12 Conspire Per S of		45 44 43 42 42	40 39 38 37	88888	3 3 3 3 3	88888	23828	4 22 23 24 24 25 25 25 25 25 25 25 25 25 25 25 25 25	20 19 19 18	17 16 15 15	22215	01 8 8 7
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i	SAT 1964 International Furnity Paragraph	Raw score	3 2 2 5 5	88788	¥ £ 5 £ 5	4 4 4 4 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	44 42 42 40 40	38 63 88	83388	28.7.83	22232	91 17 15 15	12 12 17 0
·	1969 (core 4 f ores 2 Part 1		28888	2 2 2 2 2 2	28 28 27 27	2225	22 24 25 23 23 24 25 23 24 24 25 25 25 25 25 25 25 25 25 25 25 25 25	22 22 12	20 19 17 16	51 12 15 11 12 15	68795	- 5 3	30
	SRA ACH 1971 June 1 Lover Farm t		44444 24444	44 39 39 38	37 38 38 38	33 33 33 34 35 37 37	28 27 26 26 25	24 23 21 19	18 17 16 14	11 10 10 10 10 10 10 10 10 10 10 10 10 1	88 7 7 9 5 5	- 5 3	4.2
	1970 1970 1970 1970		02 03 03 03 03 04 94	4 4 4 7 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	4 4 4 4 4 6 8 8 8 8 8 8 8 8 8 8 8 8 8 8	44 40 40 39	8 6 8 8 8 8 8 8 8 8	33 33 30 30 30 30 30	23 48 23 24 24 24 24 24 24 24 24 24 24 24 24 24	91 85 85 85 85 85 85 85 85 85 85 85 85 85	11 10 10 7	₽.4 -	20
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VOCABULARY	GMT 1964 5 reev D 1 pro 178 Vocationary	 Fab.	56 0.8 84 54 74	3 4 4 4 4 8 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	39 33 37	88888	33 33 33 33 33 33 33 33 33 33 33 33 33	38 7 88 32 34 83	24 22 20 19	15 17 10 10	7 9 8	S.
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	SAT 1964 1964 1 mm n West	Raw Stoffe	१८ के के के के के के के	କୁକୁକୁକୁଛ	88.5 % 3.3%	22228	25. 25. 25. 25.	23 27 20 19	87. 9 4.	5525e	∞ r, ω s) +	-	207

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Table 22—Grade 6: Raw scores for the Stanford Achievement Tests (SAT) 1964 edition, and equivalent raw scores for selected other reading tests (continued)

		SRA A	1971	
NO		MAT	1970	
REHENS		1185	1971	
READING COMPREHENSION		GMT	1964	
REA		CTBS	1968	
	-	ΑŢ	970	

SAT	CAT	CTRC	TWO	TRC	TAM	SBA ACH	CTED
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Table 22—Grade 6: Raw scores for the Stanford Achievement Tests (SAT), 1964 edition, and equivalent raw scores for selected other reading tests (continued)

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SRA-ACH 1971 Sreen Lever Form E		88	8 4 4 6 4 6	3.	4 4 4	4 4	38 37 34 36	8 8 8 8 E	25,283,3	22 24 25 23 24 25 23 23 24 25	20 20 19 81	81 71 91 61 61	4 E E E E E E	00 88 7	φ . 2.4
1970 1970 1970	ore	63 62	60 59	58	20 20 20 20 20 20 20 20 20 20 20 20 20 20 20 20 2	7	2 € 0 0 4 2 € 0 0 8	4 4 4 4 4 - 0 2 4 5	4 4 4 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	88888 8	25 25 23 24 23	22 22 20 19 19	• 18 17 16 15 15	48255	င်စေဆ
1971 1971 Leve 12 Form 5	Equivalent raw score	55 55 57	% 52 %	ŝ	5 4 4 5	4 4 5 6	4444	44 4 6 8 8 8 8 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	8 8 8 8 8 8 8 8 8 8	28 8 3 3 3 2	8 2 3 3 5 4 5 8 5 4 5 8 5 5 5 5 5 5 5 5 5 5 5 5	82228	81 71 91 51	4 4 E E E E E	1. 0. 0.
GMT 1964 Suve, D Form 1W	Equi	57 57	2.5	5 8	66 67 67	g 56	62 62 63 63	60 22 4 4 4 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	53 52 54 49 49	45 44 42 37	89 33 33 89 33 33 33	23 24 25 23 25 25 25 25 25 25 25 25	20 19 18 71	31 13 13	: º º
CTBS 1968 Leve 3 Form 3		£ 43	4 4 4 1 0 4	ጽ የ	8666	& %	33 33 35	# 8 8 8 8	25 8 27 88	22222	S	71 91 81 81	4 E E E E E E	0 0 0 8 8 7	r 9 s
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STEP II 1969 Leve 4 Form A			09 06 68		688 66.00 67		86 58 89 84 57 57 87 87 87 87 87 87 87 87 87 87 87 87 87	83 56 82 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	79 55 79 78 54 77 54 54 77 54	76 53 75 53 74 53 74 53 73 52	72 52 71 52 70 51 69 51	68 50 67 66 49 65 69 65 49 65 64 69	64 48 63 48 62 48 61 47 60 47	59 88 87 87 86 86 86 87 87 88 88	55 44 54 44 53 43
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1785 MAT SRA ACH STEPII 1971 1970 1990 1990 1990 1990 1990 1990	A score	122 95 90 120 95 90	101 115 94 90 101 115 94 89	100 114 94 89	111 93 68 109 92 88 108 92 88	75 25 05 05 06 05 06 05 05 05 05 05 05 05 05 05 05 05 05 05	105 91 EE 104 90 BE 102 89 84 100 88 84	99 88 83 97 88 82 96 87 95 87 93 86	92 86 79 91 85 79 90 85 78 89 84 77	96 83 76 85 82 75 84 82 74 83 81 74 82 81 73	81 80 72 80 80 71 78 79 70 77 78 69 76 78 69	75 77 68 74 76 67 73 76 66 72 75 65	70 74 64 69 73 63 69 72 62 68 72 61 67 71 60	66 70 59 69 65 68 56 68 56 68 56	76 61 67 55 76 80 66 54 75 59 65 53
GMT 1785 MAT SRAACH STEPII 1964 1971 1970 1969 Suran C nam 1 1969 1970 1970 1969 Furnit Fornis Furnit Form A	A score	1.02 1.22 95 90 1.02 1.70 9.5 90	83 101 115 94 90 90 80 82 101 115 94 89	81 100 114 94 89 80 100 117 03	100 111 93 88 99 99 88 99 109 92 88	73 16 107 86 77	97 105 91 86 96 104 90 85 96 102 89 84 95 100 89 84	94 99 88 83 94 97 88 82 93 96 87 81 93 95 87 81 92 93 86 80	92 92 86 79 91 91 85 79 91 90 85 78 90 89 84 77	89 86 83 76 89 85 82 75 88 84 82 74 88 83 81 74 87 82 81 73	87 81 80 72 86 80 80 71 86 78 79 70 85 77 78 69 85 76 78 69	94 75 77 68 94 74 76 67 83 73 76 66 83 77 75 65 82 71 74 64	82 70 74 64 81 69 73 63 81 69 72 62 80 68 72 61 80 67 71 60	79 66 70 59 78 65 70 58 78 64 69 57 77 63 68 56	67 55 66 54 65 53



Table 22—Grade 6: Raw scores for the Stanford Achievement Tests (SAT), 1964 edition, and equivalent raw scores for selected other reading tests (continued)

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SAT	CAT	CTBS	GMT	1185	MAT	SRA ACH	STEP 11
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Raw score			Equ	Equivalent raw score	ore		
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112	85	85	102	122	96	8	8



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Number of stems 48

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Table 23 - Grade 6. Raw scores for the SRA Achievement Series (SRA ACH), 1971 edition and equivalent raw somes for selected other reading tests.

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Table 23—Grade 6: Raw scores for the SRA Achievement Series (SRA-ACH), 1971 edition, and equivalent raw scores for selected other reading tests (continued)

MAT SAT 1970 1964 1. otte theret		8, 64 10, 119 95 79 87 101 114 94 75 88 101 114 94 74 78 99 110 92 77 76 97 105 91	71 75 96 103 90 70 74 95 101 89 68 72 95 99 88 67 71 94 97 88 66 70 93 95 87	65 69 92 53 86 64 68 92 92 85 62 66 91 90 88 61 65 90 88 60 64 89 87 83	59 63 89 85 87 58 62 88 84 82 57 61 87 81 81 57 61 87 81 81 56 61 87 81 80 56 60 86 80 80	79 78 77 77	51 55 83 72 75 71 74 74 74 74 74 74 74 74 74 74 74 74 74	47 51 80 67 71 6 47 50 79 66 70 6 46 49 78 65 69 6 44 48 77 62 68 6	44 47 76 61 67 64 43 46 76 60 66 66 46 42 45 75 58 65 65 65 64 65 65 65 65 65 65 65 65 65 65 65 65 65	40 43 73 56 63 40 42 73 56 62 39 41 71 54 61 38 41 71 53 60 38 40 70 52 59	37 39 70 51 58 52 36 38 69 50 57 51 15 37 67 67 68
GMT 17BS MAT SAT 1964 1971 1970 1994 1472 1972 1973 1970 1994 1472 1973 1973 1973 1973 1973	Equivalent raw store	10,7 119 114 99 114 98 10,7 10,5 97 10,5 97	96 95 95 96 93 93 93	92 53 92 92 93 91 90 90 88 89 87	89 88 84 84 87 87 87 88 87 88 89 86 89 89 89 89 89 89 89 89 89 89 89 89 89	86 78 79 85 77 78 84 76 77 84 74 77 83 73 76	83 72 75 82 71 74 81 70 73 81 69 73 80 68 72	80 67 71 79 66 70 78 65 69 78 63 69 77 62 68	76 61 67 76 60 66 75 59 65 75 58 65 74 57 64	73 56 73 56 72 54 71 53 70 52	70 51 58 69 50 57 68 49 55
1785 MAT SAT 1971 1970 1964 care 1, one ofer of tarrech torns to term w	w srore	119 114 110 107 105	103 101 99 97 95	90 88 88 84	88 82 82 83 83 83 83 83 83 83 83 83 83 83 83 83	78 79 77 78 76 77 74 77	72 75 75 71 74 70 73 69 73 68 72	67 71 66 70 65 69 63 69 62 68	61 67 60 66 59 66 58 65 57 64	98 84 85 86 82 84 85 86	51 50 54 49 55 57
MAT SAT 1970 1964 1. otte theret	w srore					79 78 77 77	25 24 23 27 27	71 70 69 69 68	67 66 65 65		55 57 56 57
1964 1964 1987 of 1	a)O	£ \$ 8 2 2 2	9 28 28 28 26 28 28 28 28	88 88 88 88 88 88 88 88 88 88 88 88 88	82 83 80 80 80					63 62 61 60 59	
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1969 1969 1969 1969		\$ 5 5 5 8 8	2.7 2.0 2.0 2.0 2.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3	% % % % %	53 52 52 52 52	51 50 50 50 50 50	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	47 7.7 46 46	4 4 4 4 4 4 4 4 3 3 4 4 4 4 3 3 4 4 4 4	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	8 8 8 8
SRA Transition	Raw									No.	
SRA ACH 1971	Raw State	5 88 82 5 88 5 7 88	33.33.33	30 29 27 26	25 23 23 24	20 119 17 16	12 3 4 5	00 8 8 7 9	246G-	Number of items	
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11BS 1971 Freed 15	Equivalent raw soure	94 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	441 460 36 37	3 8 8 8 8 8 8 8 8 8	32 33 33 28 28	27 28 23 23	20 18 17 16	13 13 17	01 9 8 7	122	
MAT 1970 11970 11970	1 2	23234	4 4 4 4 3 3 4 4 4 2 4 4 8	41 40 38 37 35	34 32 30 29	2 23 2 2 2 2 3 3 4 5 3 3 4 5 3 3 4 5 3 3 4 5 3 3 4 5 3 3 4 5 3 3 4 3 3 3 4 3 3 3 4 3 3 3 4 3 3 3 4 3 3 3 3 4 3 3 3 3 4 3 3 3 3 4 3 3 3 3 4 3 3 3 3 4 3 3 3 3 4 3 3 3 3 4 3 3 3 3 4 3 3 3 3 4 3 3 3 3 3 4 3 3 3 3 4 3 3 3 3 4 3 3 3 3 4 3 3 3 3 4 3 3 3 3 4 3 3 3 3 4 3 3 3 3 4 3 3 3 3 4 3 3 3 3 4 3 3 3 3 4 3 3 3 3 4 3 3 3 3 4 3 3 3 3 4 3 3 3 3 4 3 3 3 3 3 4 3 3 3 3 3 4 3 3 3 3 3 4 3 3 3 3 3 3 3 4 3 3 3 3 3 3 3 3 3 3	19 17 16 16	13 13 10	n ଷ ∕ ପ ସ	95	
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SAT 1964 Potest			22228	29 28 27 27 26 25	22 23 21 21 19	18 17 16 15 14	13 12 10 10	98 7 7 6	υ4ω 6 ι	60	



Table 24.-Grade 6: Raw scores for the Sequential Tests of Educational Progress, STEP Series II, 1969 edition, and equivalent raw scores for selected other reading tests

SRA ACH 1971 Green Levell Forn (

SAT 1964 Inter II Form W Paragraph

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REHENSI	1971 Level 12 Form 5 Reading Compre hension	Equivalent raw score	6. 6.00 8.25 8.25 8.25	47 43 38 36	7.88 3.2 K	22.2.25	9 8 8 7 4	12 7 5 3	9/
READING COMPREHENSION	GMT 1964 Survey D Form 1M Compre hension	Equ	52 50 49 48	47 44 43 42	440 39 37 36	25 88 32 88	23 20 15 15	11 00 7 4 2	52
REAL	CTBS 1968 Level 3 Form O Compre hension		4 8 8 8 4	8 2 28 33	82228	188 16 15	13 10 9	8 7 2 4 2	45
	CAT 1970 Lever 4 Form A Compre hersion		35 33 30 30	22 24 25 28 23 24 25 25 25 25 25 25 25 25 25 25 25 25 25	20 20 19 18 17	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	51 - 01 0	88 7 9 4 8	ems 45
	STEP II 1969 Level 4 Form A Part 2	Raw score	8,2,8,8,8	22 23 25 25	20 19 18 17	54 E E E E	ō w ≈ ∠ õ	£466-	Number of Items 30
	SRA ACH 1971 Creen Livel Form t		44 40 33 33	30 27 20 20 20 20	19 17 18 13	22:55	68779	12345	42
	SAT SF 1964 Inter II Cre Form W F Word Vo		44 41 38 32	23 24 25 20 20	18 17 16 15	13 10 10 10	8 8 √ 9 €	4888-	48
	MAT 1970 In lotter in touch the first word with the first word word word word word with the first word word word word word word word word	,	49 47 46 43 41	9 7 7 9 8	28 24 27 27	19 17 16 16	£ 5 1 5 0 0	८७ 4€−	99
LARY	1971 1971 Level 12 form 5 Vocab dary	Equivalent raw score	33 33 34 31 31 31	22222	91 71 81 81	55555	0 e a v e	ಬ 4467	46
VOCABULARY	GMT 1964 Survey D Form 1M Vocabulary	Equ	47 45 40 38	3 5 8 8 8	32 52 53 30 52 52 53 30	24 22 21 19 18	15 13 11	്കെയാന്ധ	S
1	CTES 1948 1ev t 3 Forn Q Vox a sudery		୫୫୫୫୫	22 22 13 81 81	54 E C C L L	<u>ဝ</u> ်ဝစစ အေ	८८७ ६४	482==	40
1	CAT 1970 tevel 4 Form A		និនិភពិនិ	22.22	54 £ £ 5 £	- <u>5</u> e e e	V 0 0 72 4	0 - 5 5 3	tems
	STEP II 1969 Level 4 Form A	Raw score	3 2 2 3 2 5 2 5 2 5 2 5 2 5 2 5 2 5 2 5	23 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	8 t 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	54555	0 e α ν δ	υ 4π7-	Number of :tems 30

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Table 24—Grade 6: Raw scores for the Sequential Tests of Educational Progress, STEP Series II, 1969 edition, and equivalent raw scores for selected other reading tests (continued)

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1970 1970 1970	ore	æ iii	32	5 0	28	25	24 23	22	≂ ⊱	81.7	ئ ت	13	6	8 7	. Lo ₹	* E	95			
1785 1971 (1971) (1971)	Equivalent raw score	3. E	5.5	9 6 2	28	7. 26	25 24	23	22	19	15	13 12	10	σnα		9.6	122			
GMT 1964 1964 1977 197	Equ	9 4 9 4	. य • . घ :	38 86	36	4 H	30 28	8	% %	3 2 5	71	E =	ō	თდ) ~ r		102			
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1785 MAT SAT 1971 1970 1964 Level 12 Inter Linter I	urvalent raw score	109 201	91 102	96 98 96	98	82 82 86	83 80	77 77	75 74	899	68 66 61	. 60 G	61 56	3 8 &	38.	53 47	51 45 49 44	4 4 5 2 1 4 6	42 38 41 37 36 36 36	38
MAT SAT 1970 1964 inter total it Form F. Form W	Equivalent raw score	19 99 90 90 90 90 90 90 90 90 90 90 90 90	106 91 102	102 89 99 98 88 96	86 98 56	85 84 83 85 82 86	81 83 79 80	75 77 77	72 75 74	71 68 69 66	62 68 63 60 66 61	65 59 63 58	52 61 56	60 24 24 24 24	49 56 50	47 59 46 45 53 47	44 51 45 42 49 44	48 46 41 39	37 42 38 36 41 37 35 39 36	34 38 35
1785 MAT SAT 1971 1970 1964 Level 12 Inter Linter I Form 5 Form 6	Equivalent raw score	110 92 109	98 106 91	96 102 89 99 94 98 88 96	92 93 86 93	90 89 84 89 89 85 82 86	82 81 83 78 79 80	71 11 21 84	83 72 75 74	65 69 66	77 62 68 63 78 60 66 61	58 65 59 56 63 58	72 54 61 56	52 60 54 51 58 52	68 49 56 50	65 45 53 47	63 44 51 45 62 42 49 44	41 48 42 40 45 41 39 44 39	55 37 42 38 53 36 41 37 55 36 36 36 37 37 37 37 37 37 37 37 38 36 36 36 36 36 36 36 36 36 36 36 36 36	36 38 35
GMT 1TBS MAT SAT 1964 1971 1970 1964 Survey () Level 12 Inter Litter I Form 1M Form 5 Form 6	Equivalent raw score	101 117 94 109 99 110 97 105	10 98 106 91	74 96 102 89 99 71 94 98 88 96	68 92 93 86 93	66 90 89 84 89 63 89 85 82 86	87 82 81 83 85 78 79 80	71 71 51 84 75	55 83 72 75 74	80 67 71 68 78 65 69 66	48 77 62 68 63 46 76 60 66 61	75 58 65 59 73 56 63 58	42 72 54 61 56	71 52 60 54 69 51 58 52	38 68 49 56 50	35 65 45 53 47	34 63 44 51 45 32 62 42 49 44	31 60 41 48 42 30 58 40 46 41 29 57 38 44 39	55 37 42 38 53 36 41 37 55 36 36 36 37	25 50 35 35



READING COMPREHENSION VOCABULARY



Table 25 - Grade 4: Individual score norms

Table 25-Grade 4: Individual score norms (continued)

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Table 25-Grade 4: Individual score norms (continued)



Table 26-Grade 5: Individual score norms

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CTBS GMT 1968 1964	· :	·	:	
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Table 26-Grade 5: Individual score norms (continued)

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Table 26-- Grade 5: Individual score norms (continued)

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Table 27 - Grade 6: Individual score norms

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Table 27 -- Grade 6: Individual score norms (continued)

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Table 27 - Grade 6: Individual score norms (continued)

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GMT 17B' MAT SAT 1964 19:1 1970 1964		Sile La 18	8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8
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Table 28-Comparison of selected Anchor Test Study percentile ranks with publishers' corresponding percentile ranks

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Table 29-Grade 4: School mean norms (continued)

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Table 30 -Grade 5: School mean norms (continued)

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Table 31 Grade 6: School mean norms (continued)

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Table 31.-Grade t.: School mean norms (continued)

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